











Improved Edition—the Old Nomenclature with the New.

THE  
G R A M M A R

OF  
THE ENGLISH LANGUAGE.

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OLIVER B. PEIRCE.

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Shall we embrace Truth, when found ? or, Shall we reject it, because not found before ?

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## P R E F A C E .

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Shall we examine New Theories, hoping for Improvement ? or, shall we condemn and reject, without examination, whatever lacks the stamp of Age ?

Theories, now *old*, were *once new*. True theories, *now new*, *will become old*.

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THE general dissatisfaction in relation to English Grammar, is my apology for presenting to the world a *new theory*—a system which *can not make matters worse*—which *may improve them*.

It is every where admitted, that no other science is studied at so great a sacrifice of time and labor, with so little countervailing advantage ; while all must perceive, that no science presents, to the student, greater inducements to action, than this, the *first of sciences*—the *grand auxiliar* of every other science—for,

Whether a person would make the wisdom of other men, his own ; or would impart, for others' benefit, the knowledge he has gained ; it is *by*, and *through*, the language, as a system of channels, that he is, chiefly, to receive or impart what he would attain or bestow. Thus it is seen, that the language is inseparably connected with the intelligence and welfare of individuals, with the pleasures of social intercourse, with the advancement of science and the varied interests of the world.

Of the comparative importance of the English, and other languages, there must be different opinions. Some men, we find, who were early bred to an acquaintance with the ancient languages, to the almost utter neglect of their own, the English. This they seem scarcely to have examined, save through the distorting medium of the *old systems* of Grammar. These persons, it must be expected, will adhere to their early notions and established prejudices, however wrong ; like shell-fish remaining fixed to the rocks on which they grew. They are like Lot's wife in the midst of the plain—like mile-posts, not designed as companions in the way ; but intended only as evidence of others' advancement, as means to mark the progress of the Votaries of Truth, as they ascend the Hill of Science.

For these antiquated stationaries, blink-eyed from the effects of the glare of science outshining the lurid twilight of the morn which gave them birth—for these literary abstractionists who fondly turn, for light, towards the Dark Ages, and who can see nothing of excellence in plans, measures, or systems which have not the marks of antiquity—for these, I do not write. “They are joined to their idols—Let them alone.”

I write for the guidance of those who are able *to see*, and having seen, to appreciate; for the benefit of both teacher and pupil, the middle-aged and young; that the principles of science may be transmitted, unobstructed, through successive stages of improvement to generations yet unborn.

I duly appreciate the classic languages, as such, but I regard the English as a broader, higher field of science. Egypt and Israel, Greece and Rome, have had, in turn, their glory, and the grave. Their Literature arose, and shone, and fell in the very wreck of empires which gave it brightness. The soul that animated it has gone; and the stream of time which swept over it, has borne to us, not “the thing of life,” but the relics of what was. Yet, of the dimensions of the living, we may judge, from the anatomy of the dead.

If a language is to be valued either according to the extent of its use, or the amount and importance of light effulging from it; or from both combined, there is not, (there never has been,) a language that can compare with the English, which, whatever may have been its resources, and however it may have been regarded, is, *already*, the SUN in the firmament of literature; and is destined by the physical, intellectual, and moral energy of the Anglo-Saxon race, to become, in the varied commerce of life—in civilization and refinement, in mind and morals, by Science prompting Art, THE REGENERATOR of the world.

If the foregoing remark is true, (and who can doubt its truth?) it sufficiently vindicates the importance of the English, as compared with the other languages of the globe.

We have but *one English Language*, and consequently can need but *one grammar* of the language. That one, designed for the instruction of millions yet unacquainted with other languages, should be, essentially, and in fact, an *English Grammar*—English in its CLASSIFICATION—English in its NOMENCLATURE—English in its DEFINITIONS—and last, and most of all, English in its

RULES, both analytical and synthetical, which should describe, fully, the idiom and structure of the language.\*

An *English* Geography of *England*, should be fully and truly English; describing, by English words, the English country, just as the country is—however much or little those words or that country may agree or disagree with the language or country of the French, the Germans, the Greeks or Chinese.

English Grammar, (unlike Medicine, Anatomy, or Physiology,) is a *particular*, not a *general* science—being but the geography and directory of the English Language. It should therefore be such as to lend its sanction to every correct sentence, just as the sentence stands; and such as to condemn and correct, with reasons, whatever is wrong in the use of words for the expression of ideas. From these premises, *fixed in the nature of things*, it follows, *inevitably*, and is *self-evident*, that,

✍ A sentence, *to be parsed, must be described as it is*—that,

✍ If a sentence is right, and the rules of grammar are right, *they must agree as they are*—that,

✍ If a sentence is right, and we have to change it, in the least, to make it agree with the rules of grammar, this shows, on the face of the fact, that the rules are defective or wrong; and that the grammar, (so called,) is *not a grammar* of the language—that,

✍ If a sentence is to be deemed correct, as it is, because, when put into some other form, it can, in the *new* form, be parsed; then it follows, as a matter of course, that all sentences, (however incorrect,) are *perfect, as they stand*—for any sentence can be transformed by *putting in words* “*understood*”! or by *taking out* words *expressed*, (either or both,) and by this transformation, can be adapted to the rules of grammar.

✍ What would be thought of a topographer, who, averse to labor, should sit in his study, and copy from maps of countries and cities in Asia and Africa, and in presenting his new map, thus made, should pretend to represent London or New York, as it is, by describing *lakes*, where there are *parks*; *forests*, where are stately *temples*; and sandy *deserts*, where are blooming *gardens*;

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\*Perhaps it is well to retain for a time, in Grammar, as in Chemistry, the *old nomenclature* with the *new*, as a kind of connecting link between two eras in science; till one generation shall have passed, and till, of course, the teacher and the pupil can meet on the common ground of one nomenclature, and that a *philosophical* one.



and, when told of the discrepancy should begin to talk of his *lakes*, and *forests*, and *deserts* "*understood!*" which the teacher and pupil must put in—"supplying the ellipses!" to make the *city* agree with the *map*, which professes, but fails, to represent the city!

✂ Topography, or geography, based on such an absurdity, would be but a burlesque on science—an insult to the understanding.

✂ Grammar, based on such an absurdity, would be but an outrage on common sense—not even the *mimic* of Philosophy—but the *mockery* of Science—a very *libel* on the name it bears—yet, on this self-same absurdity have all of the *old theories* of grammar been formed—and on this same absurdity, English Grammar, written, learned, and taught, has been sustained, like the *old system of Astronomy*, by the concurrence of the *great*, (?) and the credence of mankind, during the lapse of ages.

✂ The *old theorists* scarcely pretend to describe the English language, as correctly spoken and written. No! they *warp facts* to suit their theories, instead of *studying* the facts and writing definitions and rules to represent them—[like stretching an infant out of joint to make him fit his father's clothes!] They distort and deform the language and grossly misrepresent its principles and structure, to make the language, thus distorted, conform to their *false, dead systems*, instead of *learning the language* and writing grammars to describe it. To prove this, let well known facts be presented to the erudition, the judgment and candor of mankind.\*

✂ In the following "contrast," the left hand column contains what is regarded as good English, and what is *correct* according to the *new system* herewith presented to the public. The right hand column contains the same sentences (corresponding in number,) as they are *re-modelled* to make them "*grammatical*" according to the *old theories*. I give but a few instances of the thousands that might be given.

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\*By "*the old theorists*," as referred to, I mean Johnson, Lowth, Lennie, Murray, Kirkham, G. Brown, Smith, Bullions, Alger, Hazen, Joseph W. Wright, Parker and Fox, and all others of the same general character; their works differing not much in principles, but chiefly in dates, title-pages and binding.

The earlier of these writers, transcribed their theories from Latin and Greek grammars; like making a geography of modern England by copying geographies of ancient Greece and Rome: and the later writers have only echoed from time to time, and from place to place, the absurdities of their predecessors—or, the figure being changed, Murray's Grammar is the place in which the principles of the earlier writers centered, and from which, unchanged, but in new dresses, they have all diverged.

# CONTRAST OF CORRECT, WITH INCORRECT LANGUAGE.

## GOOD ENGLISH SENTENCES, *Grammatical according to Peirce's Grammar.*

- 1 John; go home.
- 2 They took Moses' rod. I read of Xerxes' overthrow. I heard of the witness' return. I approved Dr. Evans' advice.
- 3 James called and took his ticket, but left Henry's, Jacob's, Seth's, William's, Julia's and Mary's.
- 4 John lent me his book, and borrowed mine.
- 5 Jane took, by accident, Julia's umbrella, and left hers.
- 6 George and Henry took William's carriage for their journey, and left theirs; because his was better than theirs.
- 7 James and Richard brought home from the East, ten Canary birds. They gave two of them to Mary, two of them to Helen, and two of them to me, and kept the remaining four as theirs, or for themselves.
- 8 Julia and Hannah respect and esteem each other. They use one another's books.
- 9 Seth Allen can not go to New-York, finish my business, and return in ten days; but James Ellis can.
- 10 Helen is taller than Maria. Maria is as studious as Helen.

## OUTLANDISH JARGON, *Grammatical according to the old theories.*

- 1 John, go *thou* to home, or John, *do thougo unto* home.
- 2 They took Moses's rod. I read of Xerxes's overthrow. I heard of the witness's return. I approved Dr. Evans's advice.
- 3 James called and took his ticket, but left Henry's *ticket, and* Jacob's *ticket, and* Seth's *ticket, and* William's *ticket, and* Julia's *ticket, and* Mary's *ticket.*
- 4 John lent *to* or *unto* me his book, and borrowed mine *book.*
- 5 Jane took, by accident, Julia's umbrella, and left hers *umbrella.*
- 6 George and Henry took William's carriage for their journey, and left theirs *carriage*; because his *carriage* was better than theirs *carriage was.*
- 7 James and Richard brought *to* home or *unto* home, from the East, ten Canary birds. They gave two *Canary birds* of them to Mary, and two *Canary birds* of them to Helen, and two *Canary birds* of them to me, and kept the remaining four *Canary birds* as theirs *Canary birds, or* for themselves.
- 8 Julia and Hannah respect and esteem *somebody*—each *person of them respects and esteems the other person.* They use books—one *person of them uses* another *person's books—meaning the other person's books.*
- 9 Seth Allen cannot go to New-York, finish my business, and return in ten days; but James Ellis can go *to New York, and can finish my business, and can return in ten days.*
- 10 Helen is taller than Maria—is *tall.* Maria is as studious as Helen—is *studious.*

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|--|---|
| <p>11 William bought more paper than was needed; and purchased as much fruit as can be used.</p> <p>12 George has more books than he can read.</p> <p>13 Harriet is ten years older than Jane.</p> <p>14 The wall is ten feet high.</p> <p>15 The canal is more than fifty miles long.</p> <p>16 Seth journeyed west five days, and travelled more than four hundred miles.</p> <p>17 The enemy returned to the charge four times.</p> <p>18 George sold his apples for a penny each.</p> <p>19 I have a farm with which I know not what to do.</p> <p>20 I have more money by half than I know what to do with.</p> <p>21 James resides more than ten miles beyond New York.</p> <p>22 The eagle soared more than ten thousand feet above the level of the sea.</p> | <p>11 William bought more paper than <i>that</i> or <i>the paper was which</i> was needed; and purchased as much fruit as <i>that</i> or <i>the fruit is which</i> can be used.</p> <p>12 George has more books than he can read <i>them</i>—or than <i>those</i> or <i>the books are which</i> he can read.</p> <p>13 Harriet is older than Jane <i>is old</i>, to more <i>years</i> than to ten years—or than ten years <i>are</i>.</p> <p>14 The wall is high to ten feet, [that is—the wall being “high to ten feet,” or to the tenth foot, is just nine feet high.]</p> <p>15 The canal is long to <i>the distance</i> or <i>extent</i> of more miles than the <i>distance</i> or <i>extent</i> of fifty miles—<i>is</i>.</p> <p>16 Seth journeyed <i>to</i> or <i>towards</i> west during five days, and travelled <i>over</i> or <i>through</i> the <i>distance</i> or <i>space</i> of more miles, than the <i>distance</i> or <i>space</i> of four hundred miles—<i>is</i>.</p> <p>17 The enemy returned to the charge to the <i>number</i> of four times.</p> <p>18 George sold his apples for a penny <i>for one apple</i>, or <i>for each apple</i>.</p> <p>19 I have a farm with which I know not <i>the thing with which</i> to do something or any thing.</p> <p>20 I have more money by a half, or by <i>one</i> half than <i>that</i> or <i>the thing</i> is I know—<i>something</i> to do—something with <i>which</i>.</p> <p>21 James resides <i>at a greater distance</i> than <i>the distance</i> of ten miles beyond New York—<i>is</i>.</p> <p>22 The eagle soared to a <i>greater distance</i> or <i>height</i> than <i>the distance</i> or <i>height</i> of ten thousand feet above the level of the sea—<i>is</i>.</p> |
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§ The next two examples are transformed exactly according to the rules of Kirkham's Grammar, and his particular directions to the pupil concerning these very examples, to bring them into “grammatical” forms.

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|---|---|
| <p>23 Who noble ends, by noble means, obtains,<br/>Or, failing, smiles in exile or in chains,</p> | <p>23 That man is great indeed <i>do thou</i> or <i>ye</i> let him to reign like <i>unto</i> good Aurelius, or <i>do thou</i> or <i>ye</i> let him to bleed like <i>unto</i> Socra-</p> |
|---|---|



Like good Aurelius let him reign,  
or bleed  
Like Socrates ; the man is great  
indeed.

tes, who obtains noble ends by noble means—or *that man is great indeed, who, failing to obtain noble ends by noble means, smiles in exile or in chains.*

24 Oh Happiness! our being's end  
and aim ?  
Good, Pleasure, Ease, Content,  
whate'er thy name—  
The something, still, which  
prompts th' eternal sigh,  
For which we bear to live, or dare  
to die!

24 Oh Happiness! our being's end  
and aim, *whether thou art good, or whether thou art pleasure, or whether thou art ease, or whether thou art content, thou art that, thou art which—or be thy name that thing, it may be whichever thing, thou art still that something, &c. &c. !!*

The foregoing “contrast” of *correct* language, with language, “*grammatical*” according to the old systems, must convince any one but a *bigot*, that “Grammar,” with the *old theorists* is a mere arbitrary, ideal thing—an imaginary something, to which the language, by being *utterly spoiled*, is to be made to conform—like the operations of a *fanatical* glover who makes all his *gloves* to an ideal standard or measure, and when a lady calls to purchase, agrees to ensure a perfect *fit* (whatever the length of her fingers) by cutting off the ends of her fingers, if the *fingers* are too long *to fit the gloves* ; or by stretching her fingers out of joint, (if they are too short,) and putting in, between the joints, wooden blocks, (something “*understood*”) to make the hand *fit the glove* ! and, by so doing, renders utterly *useless* a before perfect hand !—all this rather than examine the hand and make the glove so as to fit the hand.

It is thus that the principles of science, fixed and enduring, of themselves, and as clear as meridian light, must be distorted, displaced, hidden, and lost to the world, by our adherence to the crude, disjointed maxims of misguided “grammar” writers—and men, in other respects really wise, lend the full sanction of their influence to perpetuate the evils of these systems of grammar, chiefly because the systems were written by some friend, or father's friend ; and because, really, they know too little of the works to have discovered one tenth of the thousand errors which they inculcate. From friendly regard for the *man*, these “high priests” in science abuse the influence of their stations by commending the *trash* of the *author*—and thus make actually *true*, what should have existed only in the imagination of the poet of fiction—that

“WISDOM NURSES FOLLY'S CHILDREN AS HER OWN,  
“FOND OF THE FOULEST!”

Law, in a free country, is, professedly, the representation of the people's intelligence and will ; and is designed to correct, by established rule, the occasional aberrations of individuals. Grammar consists of the representation of the principles of communication as adopted by the learned of a community or country, yet digested according to reason, and applied by rule ; that, by restraining the irregularities of genius, by directing the style of the well-informed, and by refining, to expulsion, the awkwardness of the vulgar, it may produce, as nearly as possible, uniformity in the meaning of words, and perspicuity in the expression of ideas, or the transmission of thought.

I have come, as an author, before the public, hoping to correct the errors, to remove the absurdities, and supply the defects in this department of science. I offer this, my mite, as a contribution to the public fund ; asking, only, that those for whose benefit it is intended, will examine, discriminate, judge and act.

I have *classed* the words of the language according to their real traits of similarity, and have distinguished the classes according to their *real differences*.

Regardless of the course of other writers, I have used, as TERMS OF DISTINCTION, such words as the principles to be distinguished, have, of themselves, suggested to me—words which must, in turn, suggest the characters of the different principles to the learner.

Of the different parts of speech, and their respective subdivisions, I have given such definitions as really define and include the principles intended, and such as exclude every other principle.

I have so adapted my rules to the idiom and proper structure of the language, that I parse *philosophically*, and sanction, *as it stands*, every correct sentence in the language ; and condemn and correct, with reasons, whatever is wrong in the use of words for the expressing of ideas. I believe I have made English Grammar a plain, practical and pleasant science. If I have failed may my work sink innoxious to the depths of oblivion, rather than remain, like too many others, to burden, not to sustain, the rising greatness of the intellectual and moral constitution of man.

If I have succeeded in accomplishing the end proposed, in *making the crooked paths of Science straight*, and *her rough places smooth* ; if I shall enable the student to become equally learned and useful, with less expense ; or more learned and useful, with

equal expense ; if I shall, in effect, add something to man's brief existence, by shortening the time necessarily spent in preparing him to act his part in life with credit to himself, in usefulness to the world ; then, although amid the coming revolutions of successive improvement, the name of the author and his work may perish from the memory of man ; yet, from consciousness that my efforts for the advancement of the general good have not been wholly vain, I shall have had, while living, the satisfaction of seeing my highest designs consummated.

OLIVER B. PEIRCE.

ROME, N. Y. 1843.

M A X I M .

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SCIENCE, in every department, Physical, Intellectual, Moral and Religious, should be so taught, that, when imparted, the principles, by recommending themselves to the understanding, can remain *living* and *fixed*, without the support of authors' or teachers' names.

## ADDRESS TO THE TEACHER.

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CONSIDER the persons under your charge, as rational creatures, endowed, by their Creator, with intellectual faculties which are capable of being raised, by proper exercise, to indefinite expansion and power; but which, if forced to admit, as *truth*, the *unexamined dogmas* of schools, will dwindle to the insignificance of mere brutal instinct—the imitative propensity of the *parrot* or the *ape*.

Remember that a child is a *man in miniature*—that the fact of your associating with your pupils, must, in degree, stamp upon them, in mind and morals, in deportment, in every thing that can constitute the character of man, the impress of yourself.

Remember that *active belief*, founded in conviction, from personal investigation, alone can benefit and improve mankind—that the principles of *any theory*, on *any subject*, blindly assented to, can not be lasting in their effect; but, like the mist of morning, may be noticed at the time, yet pass and are forgotten—therefore,

✍ NEVER ALLOW YOUR PUPILS TO COMMIT TO MEMORY WHAT THEY DO NOT UNDERSTAND.

✍ NEVER TEACH, AS TRUTH, ANY THING, HOWEVER TRIFLING IT MAY SEEM, WHICH REASON'S UTMOST FORCE AND BRILLIANCE CAN EVER AFTERWARDS UNTEACH.

What you can not strengthen and improve, do not weaken and deform.

Teach them that Grammar is but a guide to the understanding in the use of correct language—that PARSING is only describing facts, or the nature and relations of words as *they are used*, not as they, or some others *might have been used*—guard them against blindly adopting the sentiments of any man however great in the estimation of the world—teach them that authors are but public men sharing the common infirmities of the race—that, though long

approved, theories which are not *philosophical* and practical, are *down-right insult* to the human mind, and should be at once discarded.

Explain the parts which, to the learners' various capacities, shall need to be explained ; and impress on their minds, that their proficiency and enjoyment in each succeeding part, will depend on their having acquired a thorough knowledge of all that precedes it.

Lead them, step by step, from examining the different materials of which the fabric of the language is composed, to learn the proper mode of selecting, arranging and combining the parts, to form a just-proportioned and harmonious structure of the whole.

✂ Impress them with the TRUTH, that *fifteen minutes per day*, spent in exercising the understanding, is worth more than the *whole time* wasted in the exercise of memory, without the aid of the understanding and judgment.



ALL desire improvement ; yet many are averse to change. We forget, that though there may be change without improvement, there can not be improvement without change. We should consider that change is necessarily co-extensive with improvement.

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## L A N G U A G E

1 Is the means of communicating thoughts, or expressing ideas. It is of two kinds ; Spoken and Written.

### SPOKEN LANGUAGE

2 Consists of certain sounds expressing emotion, and of other sounds rendered significant by usage ; as,

*Oh ! Alas ! Fie !*—Man, woman, book, hat. [Give the sounds, only.]

### WRITTEN LANGUAGE

3 Consists of letters or figures used as signs of significant sounds ; as,

*O-h*, for *Oh !*—*A-l-a-s*, for *Alas !*—*F-i-e*, for *Fie !*—*M-a-n*, for *Man*—*w-o-m-a-n*, for *woman*—*b-o-o-k*, for *book*—*h-a-t*, for *hat*. (Give the letters first, and then the sounds of the words.)

4 The different incorporations of words used by the people of different nations, are called languages ; and generally bear, respectively, the names of the countries in which they were first embodied, or to which they are peculiar ; as, the English, the French, the Greek, the Hebrew language.

5 By speaking the word *pen*, as a combination of sounds, the idea of the instrument is communicated from the speaker of the word to the hearer of it, if the latter has before heard the word used in reference to a pen. This is *spoken* language.

6 By writing, as a word, the letters, *p-e-n*, the idea of the instrument is conveyed from the writer of the word to the reader of it ; if the latter has before seen the combination of letters used to represent the instrument. This is *written* language.

7 Spoken language affects the mind through the medium of the ear, and written language through the medium of the eye.\*

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\*In merely intellectual matters, impressions of ideas made through the latter, are generally stronger and more lasting than those made only through the former. The cause of this difference is found in the fact that by ad-

## G R A M M A R

8 Is the science of language. It treats of spoken and written words as signs of ideas.

Grammar is of two kinds ; General and Particular.

### GENERAL GRAMMAR

9 Consists of an exposition of the general principles of communication which are common to all languages. Thus,


10 All languages have names by which to designate objects ; words, to represent the actions of objects ; words to denote the qualities of objects, and words to qualify events or facts, &c. &c.

### PARTICULAR GRAMMAR

11 Consists of an explanation of those general principles as adapted to the expression of ideas, and so applied as to constitute a particular language.

## ENGLISH GRAMMAR

12 Consists of explanations of the different parts of the English Language, and of directions for speaking and writing the language correctly.

13  It embraces SEVEN GENERAL PRINCIPLES in relation to which, and which only, we can err in the use of words. These principles can not be too carefully regarded.

### The First Principle

14 Consists in the *choice* or *selection* of right words for expressing ideas.

15 **RULE**—Regard the established meaning and proper application of words, and choose such words, to express your ideas, as will express those, and can express no others—such words as are consistent with **GOOD TASTE**.\*

\*See *Taste* treated of at the beginning of Part I of **RHETORIC**, the 5th part of Grammar.

dressing the eye as well as the ear, we give to ideas a kind of individual forms or shapes, and relative locations with respect to each other ; and consequently, a greater array of the mental faculties is brought into exercise, in grasping and retaining the ideas. It is on this account, that teachers, who give on black-boards and otherwise, ocular illustrations of what they explain orally, are more successful than others who neglect such aids.



*Violation.*

I must have my tooth *pulled*—[meaning, probably, *extracted*: as a person may have all his teeth *pulled*, without having one of them *extracted* or *taken out*.] James *lives* in New York; though lodging, at present, in Boston—[meaning, probably, that James *resides* in New York; though lodging at present in Boston.] A man *lives* wherever he *is alive*: he *resides* where his *permanent home is*. George; harness *up the horse and put him into the carriage*—[meaning probably, *harness the horse to the carriage*. The rider would find himself in an awkward plight, *seated beside such company as the words imply*.] The prisoner broke jail and *cleared*—[meaning, doubtless, that the prisoner broke jail and *escaped*.] “*Cleared*,” as applied to ships leaving a port, would be proper; but not to the escape of a prisoner from confinement. This turtle soup is *elegant* or *most beautiful*—[meaning that it is *excellent* or *delicious*.]

**The Second Principle**

16 Consists in using *perfect words* in speaking and writing.

17 RULE—Speak with perfect propriety and distinctness every word you would speak; and so write, whatever you would write, as to represent the perfect spoken word.

*Violation.*

John; hand me that *g'ography*—[meaning *ge-ography*.] George; will you take some *pudden*?—[meaning *pudding*.] Seth wouldn't go home—*wootunt* go, &c.—[meaning *would not* go home.] Julius bought a *napple* *an date* it—[meaning bought an apple and ate it.]

**The Third Principle**

18 Consists in the selection of the *right forms* of the words to be used.

19 RULE—Select such forms of the words as are consistent with the sense intended, and with good usage.

*Violation.*

Harriet: *who* did you see at the concert?—[*whom* did you see?] John took my hat and left *his'n*—[and left *his*.] “Hast thou an arm like *God*? and canst thou thunder with a voice like *him*?”—[hast thou an arm like *God's*? and canst thou thunder with a voice like *his*?]

**The Fourth Principle**

20 Consists in the use of the *proper number* of words.

21 RULE—Avoid using unnecessary words—those which add neither to the sense nor the beauty of the expression, and those words which would express more than is intended.

### Violation.

I borrowed ten dollars of Henry, yesterday morning ; but I have refunded the money *back to him again* this afternoon. [Omit "*back to him again*," which adds neither sense nor beauty to the expression.] I went, from my dwelling house in New York, to Philadelphia, and returned *back home again* the same day. [Omit "*back home again*."] William has regained his *eye*-sight. [Omit the word "*eye*."] George walked home *a-foot*. [Omit the word "*afoot*."] The child slipped *up* and fell *down*.— [Omit "*up*" and "*down*."] ]

Harriet ; *come*, go to the basin and wash *out* your eyes ; and comb your hair *out*, and prepare for school. [Omit "*come*," as entirely useless, and the two words "*out*," "*out*," as expressing too much.] John ; wash *off* your hands and commence your writing. [Omit "*off*," as expressing more than is intended.] Julia ; clear *out* the breakfast room, and resume your studies. [Omit "*out*."] ]

### The Fifth Principle

22 Consists in the proper arrangement of words with respect to each other.

23 RULE—So arrange your words and sentences with respect to each other, that, while the intended meaning shall be obvious, at once, no other meaning can be attached to the expression.

### Violation.

"The 'Agricultural car' was drawn by twenty pairs of oxen, filled with three hundred men,"—(representing in strictness that the *oxen*, *not* the *car*, were *filled* with the *men*!) [The editor's words need to be differently arranged to express the ideas intended. Thus, the Agricultural car, drawn by twenty pairs of oxen, was filled with three hundred men.] "The city contains sixty thousand inhabitants, built entirely of stone"—(representing *not the city, but the inhabitants, to be built of stone*.) By a different arrangement the ideas intended are properly expressed. Thus, the city, built entirely of stone, contains sixty thousand inhabitants. "There were in all, two white men and three Indians killed by general T's party, who had been committing depredations in that settlement"—(making the party of general T. the depredators.) [Reverse the arrangement of some of the words,—thus, There were, in all, killed by general T's party, two white men and three Indians, who had been committing depredations in that settlement.] ]

### The Sixth Principle

24 Consists in the *proper pauses* or *rests* in *speaking* the words of sentences, and, in writing, the *punctuation*, to represent those pauses or rests.

25 RULE—Let your pauses in speaking sentences, and your punctuation, in writing them, be such as to represent the intended relation of the ideas to each other.

### Violation.

"W. J. having gone to see (sea) his wife, desires the prayers of the con-

gregation for his safe return"—(as though the individual dared not visit his wife without some special interference for his safety or protection.—[Make the pauses differently, or punctuate the sentence to correspond with the different pauses of the speaker. Thus, "W. J. having gone to see, (sea,) his wife desires the prayers of the congregation for his safe return." Here we have, expressed, a different, a very interesting, sentiment—the tenderness of the wife, her solicitude for her husband's welfare, and her confidence in the willingness and power of Heaven to protect him.]

The following text may be varied, in meaning, by varying the pauses, or punctuation. "Verily I say to thee ; to-day shalt thou be with me in Paradise." This would indicate that thou shalt be with me in Paradise to-day. Change the pause, in speaking, or the location of the semicolon, in writing, from after the word "*thee*," to after the word "*to-day*." Thus, Verily I say to thee to-day ; thou shalt be with me in Paradise. This would indicate that I would have thee remember when I told thee this—"to-day"—as though I had not said so before, and might not again, but having no reference to the particular time when thou shalt be with me in Paradise. I tell thee to-day, only, at some subsequent time, perhaps two thousand years after this, thou shalt be with me in Paradise.\*

## The Seventh Principle

26 Consists in giving *due emphasis* to the words in a sentence, in view of their relative importance, and the sense to be expressed.

27 RULE—Let your emphasizing of different words be such as to correspond with the relative importance of the IDEAS which the words represent, and with the intended meaning of the whole sentence.

### Illustration.

Do you ride to the city to-day ? [Old example.] This would indicate that the speaker was altogether uncertain as to the whole affair.

Do you ride to the city to day ?—as though the speaker expected that I should either go, myself, or send some one.

Do you *ride* to the city to-day ?—as though the speaker knew that I was intending to go to the city, and he would learn *how* I am to go—whether in a carriage, or on foot.

Do you ride *to* the city to-day ?—as though the speaker knew that I intended to start *towards* the city, but was uncertain how *far* I intended to go.

Do you ride to the *city* to-day ?—as though the speaker knew that I was intending to ride *somewhere*, and he wished to learn as to the *particular spot* or *place*.

Do you ride to the city *to-day* ?—as though the speaker knew that I was intending to ride to the city soon, and he wished to learn as to the *particular time*.

[Six different trains of thought, are, it is perceived, suggested, by the six different modes of emphasizing the words of the same sentence.]

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\*Punctuation has been so blindly taught, and so little understood, it is safer to arrange words so that mere punctuation can not give a different meaning to the sentence.

## ENGLISH GRAMMAR

28 Is divided into five parts, which comprise the whole subject of the science of language, viz :

*Orthography,  
Etymology and Syntax,  
Prosody and Rhetoric.*

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## ORTHOGRAPHY

29 Treats of letters and syllables, and the method of combining them to form words.\*

## LETTERS

30 Are marks or signs of significant sounds. They are the first principles and least component parts of written language ; as

*B-i-r-d, bird—h-a-t, hat—m-a-n, man—l-i-g-h-t, light.*

## A SYLLABLE

31 Is a sound spoken by one effort of the voice, or a letter or combination of letters representing the sound ; as,

*A, the, this, gig, hap-pi-ness, sat-is-fac-tion, good-ness.*

## A WORD

32 Is a sound, or combination of sounds standing for, or referring to, an object or idea ; as,

*A BOOK, the APPLE, this HOUSE, some MAN, JOHN†.*

## THE ENGLISH ALPHABET

33 Is composed of twenty-six letters. Some of these, for want of others, have several sounds, and some of them are frequently united to represent single sounds.

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\*As the learner is supposed to have acquitted himself well in Orthography, (including Orthoepey,) by studying such books as contain the rudiments of the language, I notice, in this work, only the leading principles, or the parts which are connected with the rules of Etymology and Syntax.

†In these examples, it is seen that the words in SMALL CAPITAL letters, (*book, apple, &c.*) stand for, and represent, distinct objects ; while those in italics, (*a, the, this, &c.*) do not stand for, or represent distinct objects ; but are used to refer to the objects represented by the words *book, apple, &c.*

34 *The Alphabet.*

Roman Letters.		Italic Letters.		Names of the Letters.
A	a	A	a	a
B	b	B	b	be
C	c	C	c	se
D	d	D	d	de
E	e	E	e	e
F	f	F	f	ef
G	g	G	g	ge
H	h	H	h	aich
I	i	I	i	i
J	j	J	j	ja
K	k	K	k	ka
L	l	L	l	el
M	m	M	m	em
N	n	N	n	en
O	o	O	o	o
P	p	P	p	pe
Q	q	Q	q	ku
R	r	R	r	ar
S	s	S	s	es
T	t	T	t	te
U	u	U	u	u, or ew
V	v	V	v	ve
W	w	W	w	double-u
X	x	X	x	ex
Y	y	Y	y	wy
Z	z	Z	z	ze*
&†		&†		and

## LETTERS

35 Are divided into three classes; Vowels, Consonants, and Mutes.

## A VOWEL

36 Is a letter which has a simple, distinct, articulate sound, and which may, of itself, constitute an entire syllable, or may be joined to other letters, to constitute, with them, single syllables; as,

*A, e, i, o, u, y—A-e-ri-al, Sol-o-mon, E-gypt, un-der-stand-ing.*

\*It is much to be regretted that the *names* of the letters have so little resemblance to the sounds which they are forced to represent.

† This character stands for the word *and*. It should be used where *brevity, not elegance*, is intended; as, "J. Maxwell & Sons, Merchants."



## A CONSONANT

37 Is a letter that, in a word, is always used with a vowel *with* which it is *sounded*; a letter which never, of itself, constitutes a syllable, as a part of a word; as,

*M, n, h, k, t, f, w, n, g*—*Man, hat, but-ton, fan, wo-man, ring.*

## A MUTE

38 Is a letter which is not sounded in the place where it is used; as,

*P, h, h, in Phthis-ic; e, in come; u, liquor; i and the last e pierce.\**

## A

39 Is a vowel wherever sounded; as in *late, hat, hall, father, what, air.*

## E

40 Is a vowel wherever sounded; as in *sleep, met, her, there.*

## I

41 Is a vowel wherever sounded; as in *pin, find, bird, fatigue:*

## EXCEPT

42 When *i* is immediately followed by a vowel in the same syllable, it becomes a consonant; as in *min-ion, al-ien, civil-ian.*

## O

43 Is a vowel wherever sounded; as *told, not, pool, book, come.†*

## U

44 Is a vowel wherever sounded; as in *due, annuity, run, full:*

## EXCEPT

45 When *u* is pronounced like *yu* standing as an entire syllable, or beginning a syllable, it acts the part of a consonant and vowel; as in *u-sury, pen-u-ry, union, u-niverse:* and,

## EXCEPT

46 When *u* is joined, like *w*, to a preceding consonant to give a two-fold consonant sound, it acts the part of a consonant; as in *Suabia, persuade;* or the parts of a consonant and vowel; as in *sure, sugar.‡*

\*The definition of a *mute*, as here given and applied to *letters*, is unlike the ordinary definitions given to a mute; but it is the only one that can be given consistently with the *fact* and with *reason*.

† In the words *one* and *once*, *o* has the short sound of the vowel *u*, and, at the same time the force and sound of the consonant *w*. In the word *women* it has the sound of *i*; [women being pronounced wim-men.]

‡ It has the sound of *i* in *business*.

## W

47 Is a consonant when sounded before a vowel in the same syllable ; *wing, weep*.

48 It is often joined to another consonant to represent a two-fold consonant sound ; as *swing, sweep, twinge, twist*.

49 It is used after a vowel to give, with that, a two-fold vowel sound ; as *crowd*.\*

50 It is used after *e*, in the same syllable, to give the vowel sound of *u* ; as in *few, new*.

51 It is a mute after the *long, open* sound of *o* in the same syllable ; as in *show-ed, bestow-ed, mow-ed*.

## Y

52 Is a vowel wherever sounded ; as in *E-gypt, phy-sician, mys-tic* ;

EXCEPT,

53 When *y* begins a syllable and is followed by a vowel in the same syllable, it is a consonant ; as *youth, yearly, yam, yelp, Yarmouth*.

## SPELLING

54 Is combining letters, or their sounds, to form syllables and words ; as, *ap-ple*, apple—*b-i-r-d*, bird.

## WORDS,

55 With respect to their formation, are of three kinds ; Primitive or Simple, Derivative, and Compound.

## A PRIMITIVE WORD

56 Is one which can not be reduced in the number of its syllables without being destroyed ; as, *man, father, safe*.

## A DERIVATIVE WORD

57 Is one which is made by adding one syllable or more, not an entire word, to the primitive form ; as, *man-li-ness, father-ly, safe-ty*.

## A COMPOUND WORD

58 Is one which is formed by uniting two or more simple or primitive words ; as, *man-kind, father-in-law, safe-guard*.

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\*The sound of *w* is that of *o* represented by *oo*, a vowel sound; yet, as *w* is never used alone to constitute a syllable as the part of a word, but is always, when sounded in its own place, *spoken with* its following vowel, it is reckoned among the *consonants*, as above described. *Wh* is sounded like *hw* ; as in *when, hwen—hoo-en, hooen*—the last combination giving the ordinary sound of the word *when—hoo-en, hooen—hwen, when*.

# ETYMOLOGY

59 Treats of the classification of words, their changes and derivation.

## WORDS,

60 With respect to their meaning, and their relation to other words, are divided into Ten Classes, called *Parts of Speech*—thus,

## NOMENCLATURES.

<i>New Nomenclature.</i>	<i>Old Nomenclature.</i>
1 NAMES,	1 NOUNS,
2 SUBSTITUTES,	2 PRONOUNS,
3 ASSERTERS,	3 VERBS and PARTICIPLES,
4 ADNAMES,	4 ADJECTIVES and ARTICLES,
5 MODIFIERS,	5 ADVERBS,
6 RELATIVES,	6 PREPOSITIONS,
7 CONNECTIVES,	7 CONJUNCTIONS,
8 INTERROGATIVES,	8 ADVERBS,
9 REPLIERS,	9 ADVERBS,
10 EXCLAMATIONS.	10 INTERJECTIONS.*

## NAMES—NOUNS.

61 A name is an independent word used to distinguish an object or idea which may be considered separately or alone ; as,

*Man, woman, John, Harriet, city, truth, mountain, river.*

[Read numbers I, II, III, and IV, of the Lecture.]

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\*Let the teacher read, with the utmost care, the Lecture immediately following the definitions of the different parts of speech—let him be careful to give the pupil clear views of the distinctions of the parts of speech—let him not allow the pupil to commit to memory a word of any definition till the meaning of the *different parts*, and of the *whole* of each definition shall have been made plain to his mind. ¶ Let the teacher remember that it is the business of an *author to define principles* in the *simplest, clearest manner* possible, with *one set of words*, and that ¶ it is the *teacher's* business to adapt these definitions *word by word, if necessary*, to the pupil's mind, and thereby to enlarge, quicken and elevate the *mind itself*. Let him mark this well.



## SUBSTITUTES—PRONOUNS.

62 A substitute is a word substituted for a name, phrase, or sentence, and sustaining, to other words, the same relations that are sustained by a name ; as,

John was *my* enemy, but *he* is *my* friend. I relieved *him* in *his* distress ; *which* excited his gratitude and affection. Maria loves *her* book.

[Read V, VI, VII, and IX of the Lecture.]

## ASSERTERS—VERBS.

63 An Asserter is a part of speech used to assert, or to express *existence*, or a *fact*\* in relation to a person or thing : as,

*I am.* Julia *walks.* John *ate* an apple. The apple *was eaten* by John.

[Read X, XI, XV, XVII, XVIII, and XIX, of the Lecture.]

## AN INTRANSITIVE ASSERTER

64 I. Denotes the mere existence of the *subject of remark* ; † as, *I am*—or

II. It denotes an action or fact of the subject, without representing it either as affecting an object, or as extending to an object ; as,

Jane *walks.* John *sleeps.* Henry *fell.* Grass *grows.* Flowers *bloom.*

[Read XX, XXI, and XXII of the Lecture.]

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\*The word *fact*, is used here, and throughout the book, to represent something as *done*, or something mentioned, that *may be done*, or that which *occurs* or *happens*. The distinctions of the asserter, as Intransitive, Transitive, and Receptive, are given here to assist the learner in distinguishing the *relations of case*, (see Case,) which are closely connected with these distinctions of the asserter.

†To determine what is meant by the *subject of remark*, or the *subject*, as mentioned in this book, find, first, the asserter ; as, *am*—(*I am* at home.) Then take, with the asserter, just words enough to make the briefest remark that can be made of any person or thing ; as, *I am*. Here is the brief remark ; and I, the person speaking, am the *subject of the remark*.

“George caught a dove.” Find the asserter. It is the word *caught*.—Take, with the asserter, just words enough to make the briefest remark that can be made of the person or thing. *George caught*. Here it is seen that the *man*, George, is the subject of this brief remark—is the *subject of remark*—is the subject.

“Helen died of Consumption, in England.” Here the asserter is the word *died*. Take, with the asserter *died*, just words enough to make the brief remark. *Helen died*. Who is the *subject* of this story, narration, or remark ? The *person*, Helen. *She*, then, is regarded in Grammar, as in fact, the subject of remark, “the subject.”

“The farm was purchased of Henry, by John.” *Was purchased* is the asserter. *The farm was purchased*, is the brief remark ; and the *farm*, itself, not the word *f-a-r-m* is the *subject of remark*—is “the subject.”

## A TRANSITIVE ASSERTER

65 Represents an action or fact of the *subject* as affecting an object, or as extending to an object ; as,

James *ate* an apple. George *caught* a dove. Julia *loves* her brother.  
[Read XXIII, XXIV, and XXV of the Lecture.]

A RECEPTIVE ASSERTER—*Passive Verb*,

66 Represents the *fact, denoted by the asserter*, as received by the subject, or as extended to the subject ; as,

The apple *was eaten*. The dove *was caught*. Henry *is loved*.

[Read XXVI, XXVII, XXVIII, XXIX, and XXX of the Lecture.]

## ADNAMES—ADJECTIVES AND ARTICLES.

67 An *ad-name* is a part of speech *added* to a *name* or a substitute, to limit its meaning ; or to show the quality, class, kind, or condition of the object denoted by the name or substitute ; or, to show how the object, as an object merely, is to be regarded ; as,

*This* book. *The* apple is *sour*. *Brass* clocks. John is *virtuous*. He is *happy*. *Which* book is mine ? *No* book is faultless. *What* a book John has bought ! [Read XXXI to XL, of the Lecture, including both.]

## MODIFIERS—ADVERBS.

68 A modifier is a part of speech used *to modify* the meaning of the sentence or the clause of a sentence in which it occurs ; as,

Harriet is *not* at home. George is *certainly* my friend. Seth studies *attentively*. [Read XLI, to XLIX of the Lecture, including both.]

## RELATIVES—PREPOSITIONS.

69 A relative is a word used to show the *relation* of an event to an object, or the relation of one object to another ; as,

I went *to* Utica *in* Oneida county. Helen walked *across* the street.—George resides *in* the city *of* New York *on* Manhattan island.

[Read L, and LI of the Lecture.]

## CONNECTIVES—CONJUNCTIONS.

70 A connective is a part of speech used to connect mere words, and sentences ; as,

John *and* Julia are happy *because* they are wise *and* good. Seth went to church, *but* Henry remained at home.

[Read LII to LXI of the Lecture, including both.]

## INTERROGATIVES—ADVERBS.

71 An interrogative is a word used only *to interrogate* concerning something before expressed ; as,

We should detest vice, but pity its victims and seek to relieve them.—*Why?* James will go home to assist his father. *When?*

[Read LXII and LXIII of the Lecture.]

### REPLIERS—ADVERBS.

72 A replier is a word or phrase used only to reply to a foregoing question or remark ; as,

Should we improve our time ? *Yes.* Can man escape from the presence of his Maker ? *No.*

[Read LXIV to LXVII of the Lecture, including both.]

### EXCLAMATIONS—INTERJECTIONS.

73 An exclamation is a word or phrase used merely to express emotion ; as,

*Oh* virtue ! how lovely thou art. *Alas !* I can fear nothing worse than I feel.

[Read LXVIII, LXIX, and LXX of the Lecture—then read the “RECAPITULATION” and the “General Correlative Arrangement ;” and then read the whole Lecture till you understand every part of it. Then you may proceed.]

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## LECTURE

ON

THE DISTINCTIONS OF THE DIFFERENT PARTS OF SPEECH.

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### NAMES—NOUNS.

I. A name is an *independent word* ; a word which makes full sense of itself, or without reference to another word ; as, *man, John, city, New-York, truth, love, modesty, goodness.* These words are *independent.* They make full sense, taken separately, or unconnected with other words. They may be connected with other words, but the other words are not necessary to the sense of these ; as these make full sense of themselves.

II. A name is used to *distinguish* an *object* or *idea* ; as, *man*—this word *distinguishing* such a being from all other kinds of beings : *John*—this word *distinguishing* one man from other men, from other beings of the same kind : *truth*—this word *distinguishing* the idea of this principle, (opposed to falsehood,) from any other idea : *something*—this word *distinguishing* the idea expressed by it, from the idea of nothing or the absence of every thing : *nothing*—this word *distinguishing* the idea expressed by it, from the idea of *any thing* generally or particularly regarded.

III. A name is a word which distinguishes an object or idea of which we can think *without thinking of any thing* else—an object or idea which we can consider or contemplate alone or unconnected with any thing else ; as, *man, John, truth, modesty, &c.* It is perceived that each of the ideas, thus expressed, may be regarded or considered separately or alone, or by itself, or without our considering other objects or ideas with them.

IV. “*John runs.*” “*John is beaten.*” Here, first, the word *John* is an *independent* word. Next, it is used *to distinguish* an object, a person, this man, from other men. Next, although the word *John* distinguishes an object that *is* connected with something which he does, the fact of his *running*, or that of his being *beaten*, and though it represents a person who *is not* regarded separately ; yet it represents one who *may* be considered or regarded separately or unconnected with the fact of his *running*, or of his being *beaten*—separately from what he *does* or what is *done to him*. The word *John* is therefore a name according to the definition of a name. [*Teacher—pupil; turn back and read the definition of a name.*]

#### SUBSTITUTES—PRONOUNS.

V. A substitute is a word *substituted for*, or *taking the place of*, a name, a phrase, or sentence. Thus, “*John was sick, but he is well.*” [*John was sick, but John is well.*] It is seen that the word *he* stands in the place of the name *John*—is substituted for the name *John*. “*James gave, for a load of wood, five dollars and a half, (or five and a half dollars,) which was too much.*” Here it is seen that the word *which* is substituted for the phrase *five and a half dollars*, as it was this whole sum, (not dollars merely, as two dollars,) which was too much. “*James went from New York to Boston for fruit ; but it was unnecessary.*” Here it is perceived that the word *it* is substituted for the whole sentence before it, to which it refers. What was unnecessary ? Why, the fact, that ‘*James went from New-York to Boston for fruit.*’ The word *it* embodies and expresses the sense of all this. It was this fact which was unnecessary.

VI. A substitute is a word which sustains, to the other words of a sentence, the same relations that are sustained by a name.—Thus, *John was sick, but he is well—but John is well—the word he* standing in the same relation that the word *John*, repeated, would sustain, having the assenter *is* and the adname *well* referring to, and depending on it ; just as the name *John* would have had ; as it does have, in the sentence following the one in which the word *he* is used.



VII. 'James paid, for his load of wood, five and a half dollars, *which* was too much'—[*two dollars*, or mere *dollars* would not have been too much;] five and a half dollars was too much.—Here the substitute *which* sustains, to the asserter *was*, the same relation that a name sustains, having the asserter *was* depending on it; as the money, or *amount* of money *was* too much.

VIII. When a substitute is used to represent the sense of a whole sentence, the sentence itself could not, in its own shape, or form, sustain the same relation that the substitute sustains; but the substitute sustains the same relation that would be sustained by a name expressing the same idea. Thus, 'James went from New York to Boston for fruit; but *it*, [*the fact*,] *was* unnecessary.' This *fact was* unnecessary. Here we perceive that the substitute *it*, (which embodies the sense of the whole sentence,) sustains, to the other words of the sentence, the same relation that is sustained by the name *fact*, in brackets, following the substitute *it*. Hence we find, that the principle of the substitute is that, and that only, described by the definition. [*Read the definition of a substitute.*]

### *Contrast of Names and Substitutes.*

IX. A name is an independent word *distinguishing* some thing. A substitute does *not distinguish* any thing. "*He* left *it* where *he* had broken *it*." The words *he* and *it* are not names—they are not *independent* words, or words which make sense of themselves—for no one can tell who or what is meant by the word *he*, (whether a man, a dog, or some other animal)—no one can tell what is meant by the word *it*, (whether a carriage, or looking-glass, or a pitcher,)—yet when I say "John left the *carriage* where *he* had broken *it*," all perceive that the words *John* and *carriage*, are names, being independent words used *to distinguish* objects; but *he* and *it* are *not* names; for they *do not, can not, distinguish* any thing. Yet, the words *he* and *it*, being substitutes for the names *John* and *carriage*, and referring to these names, derive their particular meaning from that reference. These substitutes *do not distinguish* objects; but, as *substitutes*, they *do represent* the objects already *distinguished* by the names, (*John* and *carriage*,) *for* which the substitutes stand, and *to* which they refer.

### ASSERTERS—VERBS.

X. The asserter is contemplated and named according to its office, nature, and use, where it first appears—in its *primary form*; that is, in the form in which it is used as one word, in connection with the substitute *I* to affirm a present fact; as, *I am, I love, I*

*read*, I *run*. In this place, in this connection, these words are *first* contemplated, and are named. In this place, form and connection, any word which *asserts* any thing, either *existence*, or any *fact*, or any thing as *done*, IS AN ASSERTER, AND IS CALLED AN ASSERTER IN ALL THE VARIOUS FORMS, AND RELATIONS, AND CONNECTIONS, IN WHICH IT BRINGS TO MIND THE IDEA OF THE FACT ASSERTED BY IT IN THIS, THE *PRIMARY* FORM.

XI. Thus, I *write*; the word *write* asserting the fact done by me. Now I say, I *had written*, I *am writing*, I *shall write*, or *will write*. In each of these examples, the same idea, the idea of the writing, is expressed. These different examples are only different forms and relations in which the assertive principle of the word *write* is made to appear. These remarks account for the choice of the name *asserter*. The *man who* asserts is an *asserter*; and the *word which* asserts, is, on the same principle, termed an *asserter*—as, a *heater*, that which induces *heat*; a *runner*, that which runs.

XII. “*Terms of distinction*,” in science, are intended to indicate more or less particularly the principles which they are designed to represent; and *definitions* are intended to supply any deficiency in these terms in describing principles definitely, or with exactness.

XIII. However the words called *asserters* may be used, they always express *existence* or *facts* in relation to persons or things; as, *Have I written? can I write?* John; *write*, I have told John *to write*. In each of these examples it is seen that the *fact* of writing is expressed, whether interrogatively, imperatively, or otherwise. It is therefore true that what the term *asserter* may seem to fail of describing, the *definition* completely describes.—Besides, even in interrogative remarks, the *asserter*, of itself, or alone considered, *asserts* the fact expressed; though the mode of arranging the *asserter*, or parts of the *asserter*, with another word, may make the expression interrogative—thus,

HAS WRITTEN.

This mere *asserter* asserts the fact of the writing as having been *done* by somebody not mentioned; and when I say

JOHN HAS WRITTEN,

I assert the fact of writing no more than by the other expression; but now the fact of writing is asserted of a particular person distinguished by the word *John*, connected with the *asserter*: and when I say,

## HAS JOHN WRITTEN ?

I use the same words that I used before. The asserter *has written*, as now used, does, it is seen, by the *mode* of arranging its parts with respect to the name *John*, constitute, with that name, an interrogative sentence: yet the asserter *has written*, taken without the name *John*, would assert the fact of writing, though not attributing it to any particular one as the writer. The words themselves, (*has written*,) would *assert*; but the *mode* of arranging the parts with respect to the name *John*—this interrogates.

XV. When I use the name *John* alone; as, *John*—there is no assertion; but when I say “*John runs*,” it is seen that the term *runs* asserts what the man *John* does. *Runs* is therefore named an *asserter*.

XVI. The name *asserter* indicates the office of the part of speech in its *primary* form and place, and its general business in other forms and places—and what the name fails to accomplish, the definition makes complete. [Turn back and read the definition.]

*Contrast of Names, Substitutes, and Asserters.*

XVII. “*John* left the carriage where he had broken it.”—*John* and *carriage* are names—are independent words used to distinguish objects that may be considered separately or alone. They are not substitutes. They are not words substituted for other words, but are used, of themselves, to distinguish objects. They are not asserters. They are not used to assert any thing, or to express facts. They are *mere names*.

XVIII. *He* and *it* are not names. They are not independent words used to distinguish objects or ideas. They are not asserters. They are not used *to assert*, or to express existence or facts in relation to persons or things. *He* and *it* are mere substitutes; standing as representatives of the names, *John* and *carriage*.

XIX. *Left* and *had broken* are asserters; both being used *to assert facts*. They are not names. They are not independent words, or words used in describing events without having reference to other words on which to depend. The name *John* is used to distinguish the person, without reference to whom, these asserters would not be used in describing the events as mentioned.—*Left* and *had broken* are used to distinguish ideas; but they are not independent words—(as just mentioned above)—nor do these words, *left* and *had broken*, as used in the sentence, distinguish ideas to be considered separately or distinctly from the *person* as the *actor*—the one who *broke* the carriage and *left* it; but they

distinguish ideas which must be considered in connection with the actor, and not separately from him. They *assert facts* done by him—are asserters.

### *Contrast of Intransitive, Transitive, and Receptive Asserters.*

XX. First, an *Intransitive Asserter* represents the mere *existence* of the subject ; as, I *am* at home ; John *was* at school ; the Creator *exists* in an independent state.

XXI. Next, an intransitive asserter expresses an *action* or a fact of the “*subject of remark*,” without representing the action or fact as either affecting an object, or as extending from the subject to an object ; as, I *sleep*, I *walk*, the grass *grows*, flowers *bloom* in spring, water *flows*, the river *swells*, the bird *flies*, truth *triumphs*.

XXII. From this, it is seen that an asserter is intransitive if it expresses either the mere *existence* of the *subject*, or an *action* or a *fact* of the *subject*, which is not, by the asserter, represented as extending to an object.

XXIII. A *Transitive Asserter* is one which expresses an action, or a fact of the *subject*, and represents the action or fact as affecting an *object*, or as extending to an object. Thus, John *ate* my apple. Here the asserter *ate* represents an *action* of the *subject*, the man John, as affecting the *object*, the *fruit*, the apple. The asserter *ate* is therefore *transitive*. John could not have *eaten* without *eating something* ; from which it is seen that the asserter *ate* is transitive, whether the object is, or is not mentioned. George *caught* a bird. Here the word *caught* asserts that the act of *catching* was performed, and is, therefore, an asserter.—By the asserter’s relation to the name George, it attributes the act to the man denoted by that name. The asserter *caught* clearly represents the action as extended to, and as affecting, some object, (the bird, as here expressed,) for no one can *catch* without catching something. *Caught* is hereby, of itself, seen to be *transitive* with, or without, an object expressed or mentioned.\*

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\*With some asserters, having, respectively, different meanings, it is necessary to use the word denoting the object affected, if we would indicate that the asserter is used in the transitive sense : as, “John *sunk* ten feet below the surface of the water.” John, himself, is here represented as having sunk in the water. *Sunk* is here used in the intransitive sense. It represents the act of the man John, as the *subject*, without representing the action as extending to, or as affecting any object. “John *sunk* the boat,” (caused the boat to sink.) Here the asserter *sunk*, used in the *transitive*



XXIV. "James *loves* his brother." The word *loves* asserts a fact as done. It is therefore an *asserter*. It represents the fact denoted by the asserter, as extending to an *object*; for no one can *love* without loving *something*—for, to love, is to extend, to the object loved, the tenderness of emotion called *love*. The asserter *love* is therefore necessarily *transitive*: for though this fact of the subject may not *affect* an object, (in the usual sense of the term *affect*,) yet it clearly represents the fact of the subject as *extending to* the object, as something loved.

XXV. "James *owns* a farm." Here the word *owns* asserts a *fact*, (in the true English sense of the word *fact*,) and represents the fact of owning as extending from the subject to something, (the *farm*,) as the object owned: for no one can *own* without owning something; and whether that something is, or is not, mentioned, does not at all affect the sense of the asserter *owns*.—So is it with such asserters as *keep*, *possess*, *purchase*, &c. &c.

XXVI. A *Receptive Asserter* may represent the fact denoted by the asserter, as either *received by* the subject of remark, or as being *extended to* the subject of remark. "The apple *was eaten*." Here the *fruit* is the subject of remark, and the asserter *was eaten* represents the subject of remark as receiving, (at the time referred to,) the very *action* which the asserter denotes—or it represents the *action* (of eating) denoted by the asserter, as received by the apple, the fruit, as the subject of remark. The apple, the subject, *received* the action—the apple *was eaten*. The act of eating was *extended to* the subject, and was *received by* the subject. The asserter is therefore called a *receptive* asserter, because *asserting* the *reception*, by the subject, of the action denoted by the asserter.

XXVII. "The dove *was caught* by George." *Was caught*, as here used, asserts that the subject, the dove, received the act (of


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sense, is shown by the objective word *boat*, to be so used; as here it represents an action of the man, the subject, as both extending to, and affecting, the object, the *boat*. "The fox *sprung* forward." Here the asserter *sprung* is used in the *intransitive* sense. It represents the subject of remark as acting, but not that the action *extends to* or *affects* an object. "The fox *sprung* the trap." Here it is used in the *transitive* sense, for it denotes a fact of the subject, which is represented as extending to, and as affecting an object. It embraces the meaning of two asserters, adding the transitive sense of *caused*, to the before *intransitive* sense of the asserter *spring*—(*sprung*.) He *caused* the trap *to spring*. "The bell *rings*." John *rings* the bell. Asserters of this character were formerly used only in the *intransitive* sense; but by the commendable tendency of mankind to shorten the paths of the mind, they have been made to assume the transitive meaning.

catching) denoted by the asserter. *Was caught* is therefore called a *receptive* asserter—the fact of catching denoted by the assert-er, being represented as having been extended to, and received by, the bird, as the subject of remark.

XXVIII. “The farm is owned by John.” Here the asserter *is owned* represents the fact denoted by it as being *extended to* the *farm*, as the *subject of remark*; as the thing owned—for if the fact of owning had not extended to the subject, as here mentioned, the subject or farm could not have been *owned*. *Was owned* is therefore *receptive* according to the definition of the receptive asserter.

XXIX. “The house *was guarded*—*was kept* from harm.”—The asserters *was guarded* and *was kept*, as here used, are receptive according to the definition—for they represent the facts denoted by them, as being *extended to* the *house*, as the subject of remark—for unless the facts of guarding and keeping had been extended to the house, the subject, the house could not have been *guarded* and *kept*.

XXX.  N. B. REMEMBER, that in all these distinctions of the asserters, and in those of *Case*, the “subject of remark” is to be *considered* and limited as in the Note† on page 25.

#### ADNAMES—ADJECTIVES.

XXXI. An adname is so called from its relation *to*, and dependence *on*, the name to which it is added; as, *good* men, *sweet* apples, *this* book, *that* apple. When I say “*good* man,” it is seen that the word *good* is added to the name *man*, to show the *quality* or *character* of the person, the man. When I say, “the man is *good*,” it is seen that the word *good* is added, in sense, to the name *man*, just as much as when I say, “*good* man.” The word *added*, as used in the definition, means, *joined in sense*; so that the *adname* is a word *joined in sense* with the name: and it makes no difference whether the adname stands *before* the name, as in ‘*good* man,’ or comes *after* the name, as in ‘the man is *good*.’ In both examples, the adname *good* has the same *meaning*, and the same relation to the name *man*. In both examples the adname *good* is joined in sense with the *name* to show the quality of the *person*. “*Good* Lord deliver us from evil.”—Here the adname *good* is *added* or joined to the name *Lord*, to show the quality or character of the being. “The Lord is *good*.” Here the word *good* is joined in sense with the name *Lord* just as much as it was when standing before the name. In both examples, the adname *good* is joined in sense with the name—is *ad-*

ded to the name, to show the quality of the being denoted by the name.

XXXII. In the example, *good* man, the pupil may ask, *good what?* [good *man*.] In the example, *good* Lord, he may ask, *good what?* [good *Lord*.] The man is *good*—*good what?*—what is good? the *man* is the *good* object mentioned. A *straight* STICK—the STICK is *straight*—*good* MAN—or the MAN is *good*. The adname is often joined to the *substitute* for the name: just as I, owing Henry ten dollars, do, in effect, pay *him*, when I pay his *attorney* or *substitute*, who hands the money to *him*. I may say, “John is *happy*,” or, having mentioned John, I may say, *He* is happy. In both examples, the word, the adname *happy*, refers to the *man*, and shows the *condition* of the man. From all of these remarks and examples, we learn why this part of speech is called *adname*—*added* to a name—*relating* to a name—*depending* on a name, or *substitute* for a name.

XXXIII. The purposes for which adnames are joined to, and made to depend on, names, are various. Thus—*This* man, *that* man, *two* men, *ten* men, *the* man whom I met, *a* man, *any* man.—The words in *Italics* are added to the names to limit, in certain ways, the meaning of the names, as applied to certain objects.

XXXIV. A *good* man, a *sweet* apple, a *large* house, *green* fields. The words in *Italics*, are added to the names to show the qualities of the respective objects.

XXXV. *Which* man is my friend? *What* a student that is! *No* man is utterly wretched. The words in *Italics* show how the objects, as objects merely, are to be regarded.

XXXVI. Richard is *wealthy*, a *wretched* man, a *happy* man, George is *sick*, James is *miserable*. The words in *Italics* are added to the names to show the *condition* of the objects.

XXXVII. A *country* merchant, *city* laws, *church* ordinances. The words in *Italics* are added to the names to show the *class* of the objects.

XXXVIII. *Brass* clocks, *wooden* wheels, *woollen* garments. The words in *Italics* show the *kind*; including, of course, the quality.

XXXIX. An asserter may be used merely to show what a thing *does*, without the least reference to the *quality* or *kind* of the thing. An adname may be used merely to show the *quality* or *kind* of the thing, without the least reference to what it *does*, or what is *done* to it. Thus,

XL. *Birds*—a name.—Birds  $\Rightarrow$  *sing*. *Sing*, an assserter.—  
*Canary*  $\Rightarrow$  birds—*Canary*, an adname—

*Canary*  $\Rightarrow$  *birds*  $\Rightarrow$  *sing*.

Here it is seen that the name *birds* distinguishes the creatures, the fowls referred to, without any reference to their *kind*, or to what they *do*. The word *Canary* is used only to show the *kind* of birds, without any reference to what they *do*. The word *sing* is used only *to assert* or show what the birds *do*, without any reference to their *kind*. The word *birds* points neither way. The word *Canary* points *forward* to the name *birds*, and no farther; while the word *sing* points *back* to the name *birds*, and no farther.

#### MODIFIERS—ADVERBS.

XLI. An adname is used in reference to the name of an object. A modifier is used in reference to a phrase or a sentence describing a fact, or an event.

A qualifying adname, (one showing *quality*, *class*, *kind*, or *condition*,) qualifies the object to which it refers. The modifier often qualifies the sense expressed by a whole sentence. “John is a *good* man.” Here the adname *good* shows the quality of the object, the man, merely. “John writes *elegantly*.” Here the word *elegantly* qualifies the *event*, or fact, (of the man’s writing,) just as the adname *good* qualifies the *man*, merely.

XLII. The *modifier* is, to the *sentence*, just what the *adname* is to the *name*. The adname qualifies the *object*, and refers to, and depends on, the name of the object. The modifier qualifies the *event* or fact as described, and refers to, and depends on, the sentence describing the event, describing what happens or what is. It modifies the *meaning* of the sentence, and thereby often *qualifies* the *fact*. Thus, “John is a *careless* boy.” “John walked *carelessly* around the lion’s cage.” Here the word *careless*, an adname, shows the quality or character of the *boy*, as an object, without any reference to what he does, or what is done to him; and the word *carelessly*, in the next sentence, shows the quality or character of the particular *event*—that of the boy’s walking around the lion’s cage, without reference to the general character of the boy. *Careless*, the adname, refers to the *name* of the object, and shows the character of the *object* denoted by the name. *Carelessly*, the *ad-sentence*, or modifier, refers to the *sentence* describing the event, and shows the character of the *event* which the sentence describes.



XLIII. The mere adname refers only to the object. The mere modifier refers to the whole of the fact or event, or chain of ideas described in the connection. It refers to the subject, the existence of the fact denoted by the asserter, the time, place, circumstances, &c.

XLIV. While the modifier does this, it exerts its modifying influence particularly and chiefly on that which it is the chief aim of the speaker or writer to express. [It follows what in Logic is called the *predicate*—that which is chiefly affirmed or expressed of the subject of remark.] Thus, “James is *certainly* at home.” ‘James is at home.’ Here the *man* James is the subject; and that which I wish chiefly to affirm of him, is his being *at*, (not near,) *home*,—(not another place,) and the word *certainly*, while it refers to the words, *James* and *is*, (expressing the subject and his existence,) throws its influence of emphasis and assurance upon the sense of the two words, *at home*: for, to represent John as being at that place, is my only aim or purpose in mentioning him at all. [I do not mean that he *certainly is*; as no one doubts *that*: but I mean that he is *certainly at home*.]

XLV. “Jane and Helen are *assuredly* my friends.” Here the modifier *assuredly*, though referring to the sense of all the words before it, throws its chief influence upon that which is my chief and only aim in mentioning the ladies at all—the fact of their being *my friends*; not the fact of their *existing*, as no one whom I address has any doubt of that.

XLVI. “I could *not* see George when I called at his father’s house yesterday morning.” Here the modifier *not* is used, not to deny that I could *see*; (I could *see* perfectly well,) but to deny what would otherwise be affirmed—that *I*, (not another person,) could *see*, (not hear of,) *George*, (not another man,) when *I*, (not James,) *called at*, (not sent *to*,) *his*, (not my,) *father’s*, (not uncle’s,) *house*, (not barn,) *yesterday*, (not day before yesterday,) *morning*, (not afternoon.) It throws its modifying, negative influence over the sentiment expressed by the whole of the rest of the sentence.

XLVII. A modifier refers to the whole sentence or particular clause of a sentence in which it occurs; but it always has a more special reference to one part of the sentence or clause than to the rest of it. [Turn back and read the definition of a modifier.]

### *Contrast of Adnames and Modifiers.*

XLVIII. “An honest man deals justly with his neighbors.” Here it is seen that the adname *honest* is used only to show the

character of the person denoted by the name *man* to which the adname *honest* is joined or added in sense. The adname *honest* is used to show the quality of an *object* without reference to a particular event, to what the man does, or to what is done to him—while the modifier *justly*, is applied in its influence to the whole of the rest of the sentence to show the character of the *event*; to qualify the fact expressed by the sentence. The adname refers to the name on which it depends, and qualifies the object denoted by the name. It has no reference to a particular event or fact. The mere modifier refers to the whole sentence or particular clause in which it occurs, and shows the character, not of an object, as an object merely; but of the event which the sentence, or clause of a sentence describes.

XLIX. Remember that the modifier is to the sentence, what the adname is to the name or substitute—that the modifier qualifies the *event*, or modifies the meaning of the sentence, just as the adname qualifies the *object*, or limits the meaning of the name.

#### RELATIVES—PREPOSITIONS.

L. A relative, as the name indicates, is a word used to show *relation*—to show the relation between one object and another; as, John Williams, *in* Utica, is my friend—the word *in*, showing the relation which the *man* bears to the *city*: the former being *in*, or within the limits of, the other: or, in other circumstances,

LI. The relative is used to show the relation which an *entire event*, (action and actor,) bears to an object; as, James walked *around* the house. Here the relative *around* shows the relation between the entire event of *James' walking*, and the *house* as the object *around* which *he walked*. The word *around* does not, as here used, show the relation between the *name* James, and the *name* house: for one name is not around the other. It does not show the relation of the *man* James, to the *building*, the house: for the *man* was not *around*, (extended around,) the house. He was not *long* enough! *to reach* around the house. The word *around* is used *only* to show the relation between the *fact* or *event* of the *man's walking*, and the *house* as the object around which he walked.

[Turn back and read the definition of a relative.]

#### CONNECTIVES—CONJUNCTIONS.

LII. A connective, as the name indicates, is used *to connect* words, or to join words or combinations of words to each other; as, "John *and* Helen are my friends." Here the word "*and*"



*connects*, and is used only to connect, the two names, *John* and *Helen*. It is therefore called a *connective*. “John is sick”—one sentence describing an event. “James is well”—another sentence describing another event. Here we have two classes or combinations, of three words each—and each combination describes one event.

[ John is sick, | *but* | James is well. ]

LIII. Here it is seen that the word *but* is not a part of either combination ; and that it does not assist in describing either event. “John is sick,” tells one story, and “James is well,” tells the other—while the word *but*, not being a part of either combination, does not aid in describing either event ; but stands merely as a *connective* word—a *connective*, joining the two classes or combinations of words which describe the respective events.

LIV. ¶ The word *but*, as used above, does not express an additional idea—does not add anything to the *sense* of the expression ; but merely *connects* the words which do express distinct ideas. *But* is herein seen to be a mere *connective*.

[Turn back and read the definition of a *connective*.]

### *Contrast of Relatives and Connectives.*

LV. A relative is not used for the *purpose* of *connecting* ; though it does connect, as does also the *asserter*. Thus, “John met Henry.” Here the *asserter* *met* really *connects*, as much as the word *and* in the next example—“John saw George *and* Henry :” yet the word *met* is not called a *connective*, because it is not used for the purpose of connecting ; being used only for the purpose of *asserting* the fact done by one person to another ; and therefore called an *asserter*.

LVI. A relative connects—thus, “John died *in* Utica.” Here the word *in* connects the name *Utica* with the words describing John’s death—‘John died’—‘John died *in* Utica.’ Though the word “*in*” *connects*, yet it is not used for that purpose ; but only to show the *relation* of the event of John’s death, to the city as the object or place *in* which he died.

LVII. Words are named from the chief design of their use.—Connectives are not used to show *relation*, but *to connect*. They are not called *relatives*, but *connectives*. Relatives are not used

to connect—for the purpose of *connecting* ; but only to show *relation*. Therefore, they are not called *connectives*, but *relatives*.

LVIII. { John, *with* Henry, went to Church. }  
 Illustration. { John *and* Henry went to Church. }

LIX. *With*, as here used, shows the relation of the man *John* to the man *Henry*, while performing the act of going to church—one being with, or in the company of, the other. *With* is used to show this relation of one person to the other, and for no other purpose. Both persons went, at the same time, in company, to the same place.

LX. *And*, as used in the diagram, in contrast with the relative *with*, is employed only *to connect*. It shows no relation : for when I say, “ John *and* Henry went to church,” I do not thereby indicate any relation as existing between the persons mentioned—I do not indicate that they went at the same time. [One may have gone in the forenoon, and the other in the afternoon.] I do not indicate that they went in the same direction, or to the same place. [One may have gone to the *eastern*, and the other to the *western* church,] yet both of them, “ *John and Henry*, went to church.”

LXI. *And connects* the two names, but shows no relation. *With* is used only to show *relation*—for the purpose of showing relation ; though it has an *incidental*, (not *intended*,) connecting influence.

#### INTERROGATIVES—ADVERBS.

LXII. This part of speech, as its name indicates, is used to ask a question or *to interrogate*—thus, “ John : I saw your father yesterday.” [John asks,] “ *Where* ?” “ Harriet : Julia must go home.” [Harriet asks,] “ *Why* ?”

LXIII. These words are not *added* or joined to asserters.—One person makes a remark, and the other, by the use of the interrogative word, asks the question. [The principle, itself, having suggested the name, to the writer of this work ; the *name*, in turn, suggests the *principle* to the pupil. The name, the definition, and the fact being in three-fold harmony, concord, or co-incidence.]

#### REPLIERS—ADVERBS.


LXIV. This part of speech, as its name represents, is used in *reply* to some foregoing question or remark—thus, “ Jane : will you accompany me to church to-morrow ?” [She answers by the

word] “*Yes*”—which word *yes*, constitutes a full *reply* to the foregoing interrogation. “Helen: are you opposed to improvement?” “*No*.” The word *no*, as here used, constitutes a full reply to the foregoing question.


### *Contrast of Interrogatives and Repliers.*

LXV. Both of these parts of speech refer or point back to something already expressed: but the former *interrogates* concerning what has been expressed; and the latter constitutes a full answer or *reply* to a foregoing interrogation or remark. They are the *opposites* of each other—thus,

LXVI. We should love virtue and hate vice.

 *Why?* Interrogative.

LXVII. Should we love virtue and hate vice?

 *Yes.* Replier.

### EXCLAMATIONS—INTERJECTIONS.

LXVIII. The name of this part of speech seems a sufficient definition of it; for, Grammar or no-grammar, it is nothing more or less than the name indicates—a mere *exclamation*.

LXIX. Interrogatives and repliers point *back* to what has been expressed; and exclamations, when used in relation to sentences, point *forward* to what is *to be* expressed; to the sentence describing the fact which excites the emotion expressed by the exclamation; as,



LXX. “OH! I have lived in vain:” “ALAS! I fear for life.”

### *Recapitulation.*

LXXI. From the foregoing, it is seen, that we have, in the language, ten sorts of words; each, different from all of the others:

#### LXXII.

- 1 NAMES—*Independent* words, used *to distinguish* persons or things that may be considered separately or distinct from other ideas: as, *man*, *virtue*.  
[*Nouns*.]

#### LXXIII.

- 2 SUBSTITUTES—*Dependent* words, used, not to distinguish persons or things, but *to represent* what other words distinguish; as, *he*, *it*.  
[*Pronouns*.]

## LXXIV.

- 3 **ASSERTERS**—*Dependent* words, used to assert, or to express existence or facts in connection with persons or things ; as, John *lives*, virtue *rewards* her followers with peace. Asserters *distinguish* ideas, yet not as distinct or separate, but as connected with others.

## LXXV.

- 4 **ADNAMES**—*Dependent* words, used to limit the meaning of names or substitutes ; or to show the *quality* or character of the *objects* denoted by names or substitutes ; as, *this* book, *two* books, *happy* man. Some adnames *distinguish* ideas, yet not as distinct or separate ; but as connected with, or pertaining to, the objects denoted by the words on which the adnames *depend*.

## LXXVI.

- 5 **MODIFIERS**—*Dependent* words, used to modify the meaning of sentences, or to show the quality or character of *events* ; as, “ John is *not* at home.” “ Seth writes *elegantly*.” These words are used to *distinguish* ideas, yet, not as distinct or separate ; but as connected with facts or events.

## LXXVII.

- 6 **RELATIVES**—*Dependent* words, used to show the relation existing between an event or fact and an object, or between one object and another ; as, James spoke *to* Henry. George Jackson, *at* school, *in* Boston, is my cousin. These *distinguish* ideas, yet not as distinct or separate, but as connected with other ideas, events, or objects.

## LXXVIII.

- 7 **CONNECTIVES**—*Dependent* words used to connect other words or to join words or sentences to each other ; as, James *and* John were scholars, *but* Henry excelled them both. These, the mere connectives, distinguish no particular distinct ideas ; they add nothing to the sense : but are used to connect words which do express ideas, or add something to the sense of the expression.



## LXXIX.

- 8 INTERROGATIVES**—*Dependent* words, standing distinct and separate from other words, and used only to ask questions concerning sentiments before expressed ; and depending, for sense and use, on foregoing remarks.

[*Adverbs.*]

## LXXX.

- 9 REPLIERS**—*Dependent* words, standing distinct and separate from other words, and used only to answer foregoing questions, or to reply to foregoing remarks ; and depending, for sense and use, on foregoing remarks.

[*Adverbs.*]

## LXXXI.

- 10 EXCLAMATIONS**—*Independent* words, used, not to distinguish objects or ideas which may be considered separately or alone, but only to express emotions, [not facts,] in reference to facts or circumstances contemplated.\*

[*Interjections.*]

## LXXXII.

*Arrangement of the Ten Parts of Speech, exhibiting their traits of similarity and dissimilarity.*

## OF THESE, WE USE,

For representing objects,	-	-	-	{ <i>Names and Substitutes.</i>
For expressing facts,	-	-	-	{ <i>Asserters.</i>
For qualifying,	-	-	-	{ <i>Adnames and Modifiers.</i>
For showing relation,	-	-	-	{ <i>Relatives.</i>
For connecting,	-	-	-	{ <i>Connectives.</i>
For asking questions, merely,	-	-	-	{ <i>Interrogatives.</i>
For replying to questions, &c.	-	-	-	{ <i>Repliers.</i>
For expressing emotions, merely,	-	-	-	{ <i>Exclamations.</i>

\*§ From the above recapitulation, it is seen that we have but *two* parts of speech that are *independent* words—the *name* and the *exclamation*, which make full sense of themselves: and that the other *eight* parts of speech are *dependent* on other words for their meaning, or their place in the sentence. § Let this be impressed, by the teacher, on the pupil's mind, to aid him in understanding the characteristics of the different words of the language.

LXXXIII. ¶ To these ten parts of speech, philosophically classed, philosophically named and defined—philosophically distinguished—belong all the words of the English Language. By many, it has been thought a matter of mere taste, fancy, or caprice, in authors, to determine how many parts of speech they will have : but by reading this lecture, it will be seen that the number of the parts of speech is *fixed* in, and by, the genius of the English Language ; just as much as the number of kinds of roses is fixed, by the economy of Nature, in the *real*, existing differences in plants and flowers.

LXXXIV. ¶ The first seven parts of speech, are all which are used as parts of sentences, regularly constructed, for expressing ideas in connection. The next two are used distinct and separate from, yet relating to, other words ; and the last is used distinct and separate from construction with other words ; yet sometimes relating, and sometimes *not* relating, to what is expressed by other words ; as in the examples, XCI, XCII, XCIV, XCV.

	4	1	2	3	5	7	5	6	1	7
--	---	---	---	---	---	---	---	---	---	---

LXXXV. Happy man ! he labored long and faithfully for mankind ; but

2	3	6	2	1	7	3	2	4	1	6	1.
---	---	---	---	---	---	---	---	---	---	---	----

he has gone to his rest, and is enjoying his great reward in Heaven.

LXXXVI. Here the *words man, mankind, rest, reward, and Heaven* are names, used *to distinguish* what objects are meant.—*He—he*, and *his—his* are substitutes, used *to represent* the object *distinguished* by the name *man*, for which the substitutes are used, and to which they refer.

LXXXVII. *Labored, has gone, and is enjoying*, are asserters, used to assert certain facts concerning the person mentioned. *Happy and great* are adnames, used to qualify the two objects, the *man* and the *reward* mentioned.

LXXXVIII. *Long and faithfully* are modifiers, used to qualify the event of the *man's laboring for his race—for mankind*.

LXXXIX. *For, to, and in*, are relatives : the first, used to show the relation between the event of the man's laboring, and the race, [mankind]—as the object *for* which the labor was performed—*to*, used to show the relation between the fact of the man's going, and the state or condition to which he passed—and *in*, showing the relation between the fact of the man's enjoying his reward, and the *place*, [Heaven,] in which he enjoys it.

XC. *And, but, and and*, are connectives—the first *and* connecting the two modifiers *long* and *faithfully*, yet adding noth-



ing to their meaning—*but*, merely connecting the two sentences which express the two events, yet not adding any distinct idea to the sentiments expressed—and the last *and*, merely connecting the two asserters and their attendant words, (“has gone to his rest”—“is enjoying his reward in Heaven,”) both of which phrases refer to the *man* expressed by the word *he*—yet the sense of the sentence given would be precisely the same *without* the connectives as *with* them: though the connectives, being mere *steps* for the hearer’s or reader’s mind from one part of the sentiment to the other, tend to make the sentence more smooth and agreeable.


XCI. George: you must go home.

 “Why?”

XCII. Seth: are you waiting for Henry’s return?

 *No.*

XCIII. From the foregoing it is seen that the interrogative *why*, and the replier *no*, stand, respectively, distinct from the sentences to which they individually refer—one person affirming a fact, and the other demanding, [by the word *why*,] the reason; and another person asking a question, and the one interrogated answering by the replier *no*. Each of these parts of speech *refers to* its own foregoing sentence; but both stand *distinct from* the sentences to which they refer.

XCIV. Alas! { “The joys that fortune brings,  
 { “Are trifling, and decay.”

Here the exclamation *Alas*, stands distinct from the sentence describing the fact to which it refers.

XCV. Oh dear\*!—Why!†

These exclamations are often used distinct from sentences, and without reference to facts mentioned by sentences.

### Conclusion.

XCVI. Let not the teacher or the pupil be in haste to go on. Let the teacher exercise the pupil *extensively* and *variously*, on the different parts of speech till the pupil can distinguish them at sight.

XCVII. Let the pupil remember that his proficiency in all the exercises which may follow, will depend greatly on his having acquired a knowledge of what is inculcated by the foregoing lecture.

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\*Properly, *Dea!*

†Spelled *w-h-y*, but when used as an exclamation, pronounced *wy*, the letter *h* being, then, a *mute*.

The common saying of "the *more haste the less speed*," is never more justly applicable than to the earlier exertions of students in learning the grammar of any language.

XCVIII. Let the teacher require the pupil to distinguish the parts of speech as they occur in his *reading* lessons; and when he shall have shown himself accurate and ready in this, he may be allowed to proceed to examine, in detail, the peculiarities of each of the parts of speech, the rules, &c. &c.

### *Questions on the definitions of the different Parts of Speech, and the Lecture.*

#### NAMES, SUBSTITUTES, AND ASSERTERS.

What is a name? see number 61. What are the leading traits of a name? see I, II, III. What is a substitute? 62. Give examples. What are the two leading traits of a substitute? see V, VI. Explain the difference between a name and a substitute: see IX. What is an asserter? see 63. In what place and form is it named asserter? see X. What are "terms of distinction" used to do? What is said of definitions? see XII. What do asserters always do? Give examples: see XIII. What does the *name asserter* indicate? What does the definition do? see XVI. Why are names not substitutes? why are they not asserters? see XVII. Why are substitutes not names? why are they not asserters? see XVIII. Why are asserters not names? XIX.

#### INTRANSITIVE, TRANSITIVE, AND RECEPTIVE ASSERTERS.

Define an intransitive asserter. What is the first leading trait of an intransitive asserter? see 64 I, and XX. What is the second? see 64 II, and XXI. What is a transitive asserter? see 65. What are its two leading traits? *First*, It may represent an action of the subject, as *affecting* an object: *Second*, It may represent a *fact*, merely, as only *extending to* an object: see XXIV, and XXV. Define a receptive asserter: see 66.—What are the two traits of this asserter? see the first three lines of XXVI.—Give examples of the first trait: see XXVI. Give examples of the second trait: see XXVIII, XXIX. How is "the *subject of remark*" to be considered? XXX. What is taught by the note †, page 25.

#### ADNAMES.

What is an adname? see 67. Why is it so called? see XXXI. What is the difference in the influence of an adname when standing before a name, and when coming after it. Give examples. For what six particular purposes are the adnames joined to names? see XXXIII to XXXVIII, including both. What is the difference between an asserter and an adname? see XXXIX. Explain the diagram XL.

#### MODIFIERS.

What is a modifier? see 68. To what does an adname refer? to what does a modifier? see XLI. In what respects are adnames and modifiers similar? in what, dissimilar? see XLII, and XLIII. What is taught by XLIV? What does the modifier *certainly*, particularly qualify? see XLVI. What is the modifying influence of *not*? What is taught by XLVII? by XLVIII? What is said, at last, in XLIX, of adnames and modifiers?

## RELATIVES AND CONNECTIVES.

What is a relative ? see 69. Why is it so called ? see L. What is taught by LI ? What is a connective ? see 70. Why is it so named ? see LII. Explain what is taught by LIII. What is said of *but*, as used in the diagram LII. What does the word *but do* ? what does it *not do*, as used in the diagram ? see LIV. What is the difference between a relative and a connective ? see LV. How far does the *asserter* resemble the connective, and in what is it unlike the connective ? see LV. In what respect does the relative resemble the connective ? see LVI. In what respect are they unlike each other ? see LVII. From what are the parts of speech named ? see LVII : see the diagram LVIII. What is said of *with* ? see LIX. What is said of *and* ? see LX. What is the difference between *with* and *and* ? see LXI.

## INTERROGATIVES, REPLIERS, AND EXCLAMATIONS.

What is an interrogative ? see 71. Give examples and explain them : see LXII. What is said of the interrogative ? see LXIII. What suggested the *name* to the writer ? What is a replier ? see 72. What is said of it ? see LIV. What is the difference between an interrogative and a replier ? see LIV. In what respect are they similar ? see LV, LVI, and LVII. What is an exclamation ? see 73. What is said of this ? see LVIII. In what respect are exclamations unlike interrogatives and repliers, in their reference to sentences ? see LVI, LVII, and LXX.

## RECAPITULATION.

1. What is said in lxxi ? What are the characteristics of names ? see lxxii : of substitutes ? see lxxiii : of asserters ? see lxxiv : of adnames ? see lxxv : of modifiers ? see lxxvi : of relatives ? see lxxvii : of connectives ? see lxxviii : of interrogatives ? see lxxix : of repliers ? see lxxx : of exclamations ? see lxxxi.

2. How many parts of speech are there ? see lxxii. How many have we for *representing objects* ? What are they ? How many for *expressing facts* ? What is it ? How many for *qualifying* ? What are they ? How many for showing relation ? What is it ? How many for *connecting* ?—What is it ? How many for asking questions or interrogating ? What is it ? How many for replying ? What is it ? How many for expressing emotions ? What is it ?

3. Is it a matter of mere taste or caprice in an author to tell how many parts of speech he will have ? or is the number fixed by the genius of the language ? see lxxxiii. How many of the parts of speech are used as parts of regularly constructed sentences ? see lxxxiv. Read the sentence lxxxv. What is said in lxxxvi ? what in lxxxvii ? what in lxxxviii ? what in lxxxix ? what in xc ? What is said in xcii concerning the diagrams of xci and xcii ? What is said in xciv and xcv concerning examples given in these numbers ? What is said, in conclusion, in xcvi ? what in xcvi ? and what in xcvi ? (*Remember these remarks.*)

## PARSING

74 Is describing the nature, distinctions, and powers of words, and, when united in a sentence, their relation to, and dependence and influence on, each other.

## EXERCISES ON THE DIFFERENT PARTS OF SPEECH.

## LESSON I.

[Let the pupil distinguish the different parts of speech in the following lessons. Let the teacher require the pupil to distinguish the different parts of speech as they occur in different lines or sentences of his reading lessons ; at least such as occur in simple relations ; not such as have complex characteristics and relations.]

Cain killed his brother. Abel was killed by Cain. Maria loves her cousin. My friends left their carriage, and walked towards the cataract.— They met Seth and Henrietta, returning from the mountain. We should be just to all men. Man should love and obey his Creator.

## LESSON II.

William will visit his aged mother. When ? I saw Maria and her uncle. Where ? James : Grammar is a useful science. You should be quiet in church. My aunt resides in Boston. I visited her and her nearest neighbor in the forenoon of yesterday. Did James go to school ? No.

## LESSON III.

Clarissa and Julius went early to Sunday School. They learn their daily lessons well. Washington died at Mount Vernon, in the sixty-eighth year of his age. Jesus wept with Mary and her sister. He raised their brother [Lazarus] from the grave. O ! glorious hope of endless rest.

## LESSON IV.

Time flies rapidly. James studied attentively, and learned his lessons well. Julia writes elegantly. George is a good boy and kind brother.— He helps his little sister make her beds for the flowers. Henry Briggs went to New York and bought some goods. Hannah : will you attend church ? Yes. Abigail is my sister. Joseph teaches school. Seth loves his father and mother, and obeys them.

## LESSON V.

Albert is a pleasant little boy. He goes cheerfully to school, and studies his books. Sophia is not at home. She went to New York early in the winter. Samuel bought a farm in Ohio. He intends to remove his family soon. Eveline is a good and beautiful young lady. She is attentive to the wants of her parents and her brothers and sisters. Helen is an accomplished girl. She is a first rate scholar.

## LESSON VI.

The fields are green in spring. The grass grows. The flowers bloom.— The air is fragrant and delightful. I love to walk among the fresh, green plants, and flowers. Hannah studies botany. She has a little botanic garden in which she spends her mornings. She rises early and goes into the garden to dress the beds. The birds sing merrily among the trees.



75 REMARK.—In Etymology, are found only the *distinctions* of the *different parts of speech*, as such, and of their *traits*, as seen in their *subdivisions*. All directions for the *use* of the parts of speech in sentences, are reserved to be presented under their appropriate heads in Syntax.

## NAMES—NOUNS.

76 A name is an independent word used to distinguish an object or idea, which may be considered separately or alone; as,

Man, woman, John, Harriet, city, truth.

### 77 DISTINCTIONS OF NAMES.

I. Primary Distinctions,	- -	{ General, Particular, Collective, Assertive.
II. Distinctions with respect to Sex,		{ Masculine, Feminine, Common, Neuter.
III. Distinctions of Person,	-	{ First— Second Person, Third Person.
IV. Distinctions with respect to Number,		{ Singular form, Plural form. { Regular, Irregular, Defective.
V. Distinctions of Case,	- -	{ Subjective, Possessive, Objective, Independent, Two-fold.

### *I. Primary Distinctions.*

#### GENERAL NAMES—Common Nouns.

78 I. A general name is one which is GENERAL in its application to persons or things.

II. It is one which represents a class or kind of objects, not a collection of objects; as,

Man, woman, country, city, river, mountain, town, village.

PARTICULAR NAMES—*Proper Nouns*.<sup>\*a</sup>

79 I. A Particular name is one which is used TO PARTICULARIZE one person or thing.

II. It is given to one object of a kind to distinguish that from all others of the same kind ; as,

Charles, Hannah, George Washington, England, London, Hudson, Alps.

COLLECTIVE NAMES—*Nouns of Multitude*.†A

80 A collective name is one, which, of itself, denotes a COLLECTION of distinct objects. These objects must be

<sup>\*a</sup> Particular names become *general* by being pluralized to represent families or classes of objects or things ; as, the *Clintons*, the *Pitts*, the *Howards*.

<sup>b</sup> A particular name becomes *general* when used *not to particularize* a person or thing, but to show the *character* of one already denoted by another word ; as, Webster is the *Demosthenes* of America. Jackson is the *Hannibal* of the West.

†A Collective names become *general* when pluralized to represent several collections of the kinds which they denote ; as, the *schools*, the *armies*. Names distinguished as *collective*, require rules which are not applicable to mere general names ; as, the *MAN* is well, the *FAMILY* are well.

B A collective name, (one distinguished as such,) means, not a collection of fixtures, or a collection of objects which, by nature, or necessity, are fixed to the ground on which they stand, or to which they are attached ; as, *grove*, *city* : but it denotes a collection of entire, distinct, individuals, considered independently of situation or locality—a collection of objects which, without a change of character, are capable of moving, or being moved, from place to place.

C Thus, the name *forest*, means a tract of land covered with trees. It includes the ground on which the trees stand, as much as the trees themselves ; and the trees, if taken up and put upon wagons, would no longer constitute a *forest*, but would be, merely, *loads of trees*. *Forest*, therefore, is not deemed a *collective* name ; as it does not agree with the definition of a collective name. This remark is applicable to the name *orchard*, which means the ground on, and in, which the trees stand, as much as it means the *trees* themselves.

D *Army* is a name which is differently applied ; for, although an army must have a place to exist in ; yet, in speaking of an *army*, I do not by that name convey to the hearer any idea of the ground which the army occupies ; but only the idea of the individuals composing the army ; wherever, and however, the army may move, or be moved.

E Let it be understood, then, that those only are to be called *collective* names which denote the collections of distinct, entire individuals, considered independently of a fixed locality ; as, *school*, *library*, *multitude*, *mob*, *assembly*, *peasantry*, *yeomanry* ; and that those which denote collections of objects, considered in connection with their fixed place or locality, are to be regarded merely as general names ; as, *grove*, *fruitery*, *vineyard*, *village*, *city*.



such as may be considered separately, and independently of fixed locality or situation ; as,

School, army, company, troop, tea-party, congregation, assembly.

#### ASSERTIVE NAMES—*Participial Nouns*.

81 An assertive name is one which partakes the natures of an ASSERTER and a name ; as,

Helen was commended for *studying* Grammar. Jack was punished for *stealing* fruit.\*

## II. Distinctions with respect to Sex.

### SEX†—GENDER.

82 Sex is the medium of distinction between male and female animals ; as, males, MAN, LION—females, wo-man, lion-ess.

#### MASCULINE NAMES AND SUBSTITUTES—*Masculine Gender*.‡

83 A masculine name or substitute denotes a MALE creature ; as,

Man, lion, husband, father, son, he, his, him.

#### FEMININE NAMES AND SUBSTITUTES—*Feminine Gender*.‡

84 A feminine name or substitute denotes a FEMALE creature ; as,

Wo-man, lion-ess, wife, daughter, she, her.

\* Jack was punished for *theft*—*theft*, a mere name.

Jack, the roguish boy, *steals* fruit—*steals*, a mere asserter.

Jack was punished for	$\left\{ \begin{array}{l} \text{STEALING} \\ \text{steals} \end{array} \right\}$	<i>theft</i> . <i>fruit</i> .	Here the word <i>stealing</i> sustains to the relation that is sustained active <i>for</i> , the same relation that is sustained
Jack, the roguish boy,			

by the mere name *theft*. Jack was punished for *theft*. Jack was punished for *stealing*—and at the same time the word *stealing* sustains to the name *fruit* the same relation that the mere asserter *steals*, sustains. Like the name *theft*, the word *stealing* expresses that for which Jack was punished, and like the word *steals*, it *asserts* what Jack *did* to the fruit. It acts the parts of an *asserter* and a *name*. It is an *assertive name*.

† Words have *not sex*, but have traits which distinguish the sex of *animals*. Words, themselves, are distinguished in classes according to what they represent of objects in relation to *sex*.

‡ Masculine and feminine names are often applied to neutral objects to characterize and particularize the objects ; as, the steam boat *Julia*, the

COMMON NAMES AND SUBSTITUTES—*Common Gender*.\*

85 A common name or substitute is a term COMMON to both sexes ; as,

Friend, parent, teacher, pupil, beast, bird, I, thou, thy, their, them.

NEUTER NAMES AND SUBSTITUTES—*Neuter Gender*.†A.

86 A neuter name or substitute represents an object as being neither male nor female ; as,

Field, tree, river, mountain, lake, hill, valley, it, its.

87 The English language has three methods of distinguishing between males and females. The first is by a difference in the termination of words, as in the following examples :

<i>Males.</i>	<i>Females.</i>	<i>Males.</i>	<i>Females.</i>
Actor	Actress	Deacon	Deconess
Abbot	Abbess	Embassador	Embassadress
Adulterer	Adulteress	Emperor	Empress
Arbiter	Arbitress	Executor	Executrix
Administrator	Administratrix	Elector	Electress
Ambassador	Ambassadress	Enchanter	Enchantress
Author	Authoress	Governor	Governess
Baron	Baroness	Hero	Heroine
Benefactor	Benefactress	Heir	Heiress
Bridegroom	Bride	Hunter	Huntress
Count	Countess	Host	Hostess
Conductor	Conductress	Instructor	Instructress
Chanter	Chantress	Jew	Jewess
Caterer	Cateress	Lion	Lioness

---

sloop *John Adams*. Oh Earth ! thou *mother* of mankind. [*For rules in relation to such "Personification," see Syntax and Rhetoric.*]

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\* Common names are often properly applied to male, and to female objects, to describe some characteristic of the objects relatively considered ; as, James is my *friend*, Helen is my *assistant* and *adviser*.

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†A Neuter names are often properly applied to male, and to female objects, to describe their character or relation to other objects ; as, John is the *staff* of his aged parents. Helen is their *solace* and *joy*.

B In parsing words correctly used, we have only *to describe* them as they *are*. If masculine, feminine, or common names are applied to neutral things, parse them so, describing them as being used, as they *are* used. So also should we do in parsing neuter or common names, applied to male or female objects. Tell what they are, and how used. This is *parsing* them.

<i>Males.</i>	<i>Females.</i>	<i>Males.</i>	<i>Females.</i>
Landgrave	Landgravine	Songster	Songstress
Peer	Peeress	Seamster	Seamstress
Priest	Priestess	Sultan	Sultana, Sultanes;
Poet	Poetess	Tutor	Tutoress
Prince	Princess	Tailor	Tailoress
Prophet	Prophetess	Traitor	Traitress
Patron	Patroness	Tiger	Tigress
Protector	Protectress	Testator	Testatrix
Prior	Prioress	Viscount	Viscountess
Shepherd	Shepherdess	Votary	Votaress
Sorcerer	Sorceress	Widower	Widow

88 The second method is by a change of the entire word ; as,

<i>Males.</i>	<i>Females.</i>	<i>Males.</i>	<i>Females.</i>
Bachelor	Maid	Lad	Lass
Beau	Belle	Lord	Lady
Boy	Girl	Man	Woman
Brother	Sister	Master	Mistress
Buck	Doe	Milter	Spawner
Drake	Duck	Nephew	Niece [Singer
Duke	Duchess	Singer	Songstress, or
Earl	Countess	Sloven	Slut
Father	Mother	Son	Daughter
Friar	Nun	Sir	Madam
Gander	Goose	Stag	Hind
Hart	Roe	Steer	Heifer
Husband	Wife	Uncle	Aunt
King	Queen	Wizard	Witch

89 The third method is by prefixing a name, substitute, or adname to the common name denoting the object ; as,

<i>Males.</i>	<i>Females.</i>
A man servant	A maid servant
A cock sparrow	A hen sparrow
A he goat	A she goat
A he bear	A she bear
Male ancestors	Female ancestors
Male descendants	Female descendants.

## 90 EXAMPLES OF COMMON NAMES.

Friend	Parent	Animal
Teacher	Child	Quadruped
Pupil	Stranger	Beast
Traveller	Neighbor	Dove
Sojourner	Christian	Fish
Companion	Heathen	Insect
Associate	Wretch	Animalcule.

## 91 EXAMPLES OF NEUTER NAMES.

Book	Life	Degradation
Canopy	Joy	Misery
Darkness	Virtue	Despair
Death	Happiness	Time
Light	Vice	Eternity

## III. Distinctions of Person.

92 Person is the medium of distinction between the one speaking or writing, as such, the object addressed or spoken to, and some other object spoken of.

## FIRST PERSON.\*a

93 A word of the first person, denotes, of itself, the person speaking or writing, as such, or it represents the speaker or writer, and those associated with him ; as,

*I* am well. *We* must go home, taking *our* books with *us*.

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\*a A name can never, of itself, represent that the person denoted by it, is the one speaking or writing. A name can never be of the first person.

b Some writers pretend that a name may be of the first person, if it denotes the person who *is* the speaker, although it does not represent him *as the speaker* ; as, “ I, Paul, the apostle.” If this was true, then in the sentence, “ I am *he* whom ye seek,” the word *he*, must be of the first person ; for it denotes the one who *is* the person speaking, the speaker, though it does not represent him *as the speaker*—yet all deny that the word *he*, as a substitute, can ever be of the first person.

c It is absurd to pretend that a *name* is of the *first* person, because it denotes the one who *is* the speaker, when it cannot represent him *as the speaker*. A trick has been played in school. The teacher enquires for the rogue. He asks, “ who is *the boy* that did the mischief ?” Here the name *boy*, is clearly of the *third* person. One says, “ I think John is ‘ *the boy* that did it’ ”—the name *boy* still being of the *third* person. John says, “ I am not ‘ *the boy* that did it’ ”—the name *boy*, being still of the *third* person. Another, (the rogue, himself,) seeing John in danger, steps forward and says, “ I am ‘ *the boy* that did the mischief’ ”—the word *boy*, being still of the *third* person—still denoting the *lad inquired for*, ‘ the



## SECOND PERSON.

94 A word of the second person represents the object denoted by it, as addressed or spoken to ; as,

*Harriet* ; study *your* geography. “ *Son* ; give me *thy* heart.”

## THIRD PERSON.

95 A word of the third person denotes not the one speaking or writing, as such, but some other person or thing spoken of ; as,

*Helen* visited *her* friends in *New-York*. *George* improves *his* time.

## IV. Distinctions with respect to Number.

96 Number is the means of distinguishing between singleness and plurality—between one, and more than one.

*boy that did the mischief.*’ The word *boy*, though of the *third* person, denotes the one who is the *speaker*, though the word does not represent him *as the speaker* ; but only as the *one enquired for*, the *rogue*, ‘the *boy that did the mischief.*’ The sentence may stand thus :

Henry is {  
or, { ‘the *boy* that did the mischief’—the word *boy* being of the third  
I am {

person, whether read with the name Henry, as, ‘Henry is the *boy* ;’ or read with the word I, as, ‘I am the *boy.*’ The sentence may stand thus :

Henry, who did the mischief, is {  
or, { ‘the *boy*’ to be punished—the name *boy*  
I, who did the mischief, am {  
still of the third person.

Henry, {  
or, { ‘the *boy* that did the mischief,’ ought to be punished. The word  
I, {

*boy* being still of the third person, however the sentence may be read : for though the speaker may represent *himself* to be the *rogue*, yet he speaks of himself, as of any other person, in telling who is ‘the *boy* that did the mischief.’

*d* As the person of a name or substitute is a quality or property of that word, in itself considered, and not an influence or quality reflected from another word, it follows, as a matter of course, that a word to be of any person, must agree in its own characteristics with the definition of that person ; otherwise, when I say “thou art the man that met me,” the name *man* must be of the second person, and the asserter should be *metst* instead of *met*—as, “thou art the man that *metst* me.” We do and should say, “Thou who *metst* me art the man.” Thou art the man who *met* me.

*e* Any word, which, of itself, denotes that the one speaking or writing is meant, is of the *first person*. No other word can be.



SINGULAR FORM—*Singular Number.*

97 The singular form of a name or substitute denotes a SINGLE object, or but one; as,

Man, woman, field, tree, river, city—I, thou, he, it.

PLURAL FORM—*Plural Number.*

98 The plural form of a name or substitute denotes a plurality of objects, or more than one; as,

Men, women, fields, trees, rivers, cities—we, ye, they, them.

## SUBDIVISIONS WITH RESPECT TO FORM.

99 The subdivisions are three, Regular, Irregular, and Defective.

*Regular Names.*

100 A regular name is one which has *s* or *es* added to the singular form to make the plural; as,

*Singular Form*—Field, tree, apple, hand, church, box, kiss.

*Plural Form*—Fields, trees, apples, hands, church-*es*, box-*es*, kiss-*es*.

101 Names not included in the tables in Syntax, as defective, and irregular, are regular in the formation of their plurals, which should be made from the singular form, as follows:

102 Those ending in *s*, *x*, *z*, *sh*, or *ch* sounded as in *cheer*, are pluralized by adding *es*; as,

Singular; *gas*, *kiss*, *tax*, *buzz*, *lash*, *church*. Plural: *gas-es*, *kiss-es*, *tax-es*, &c.

103 Those ending in other consonants, including *ch*, sounded like *k*, are made plural by the addition of *s*; as,

Singular; *cob*, *critic*, *lad*, *chief*, *ruff*, *snuff*, *staff*,\* *log*, *trough*, *brick*, *anarch*, *spoonful*, *portal*, *palm*, *nation*, *scrip*, *orator*, *hat*, *curfew*: Plural; *cobs*, *critics*, *lads*, *chiefs*, *ruffs*, &c.

104 Those ending in *y*, preceded by *a*, *e*, or *o*, in the same syllable, are pluralized by adding *s*; as, *day*, *valley*, *joy*; *days*, *valleys*, *joys*.

105 Those ending in *y*, not preceded by *a*, *e*, or *o*, in the same syllable, are pluralized by exchanging the *y* for *i*, and adding *es*; as, *fly*, *flies*, *ally*, *allies*, *lady*, *ladies*.† A name ending in *i*, is pluralized by adding *es*; as, *alkali*, *alkalies*.

\* For *leaf*, *sheaf*, *beef*, *thief*, *loaf*, and *wharf*, exceptions, see Note † page 58. *Staff*, when meaning a walking stick, or cudgel, has the plural, *staves*; otherwise it has the regular plural, *staffs*, *distaffs*, &c.

† *Penny* is pluralized in this manner when pieces of money, valued at a penny each, are meant; but is changed to *pence* when the amount is meant; as, twelve *pence* is a shilling.

106 Those ending in *o*, sounded like *oo*, (as in *too*,) or immediately preceded by another vowel, are made plural by adding *s* ; as,

Singular ; *canto, nuncio, Scipio, bamboo, tattoo*. Plural ; *cantos, nuncios, Scipios, bamboos, tattoos*.\*

107 Those ending in *o*, neither sounded like *oo*, nor preceded by another vowel, are pluralized by adding *es* ; as, *hero, echo—heroes, echoes*.

108 [Particular names are exceptions to this rule ; they being pluralized by adding *s* only ; as, *Cato, Pedro*—the *Catos*, the *Pedros*.]

109 Those otherwise, ending with *a, e*, and *u*, are made plural by adding *s* ; as,

Singular ; *zebra, creature, palace, gnu, beau, bureau* : Plural ; *zebras, creatures, palaces, gnus, beaus, bureaux*. [We have no irregular names ending in vowel sounds.]

110 Those formed by a union with a modifier, or a relative and another name, have the sign of plurality affixed to the first name in the combination ; as, the *commanders-in-chief*, the *brothers-in-law*, the *lookers-on*.†

#### PARTICULAR NAMES.

111 ¶ All particular names are regular in the formation of their plurals, to render them general names, and follow, according to their endings, the foregoing rules ; as, the *Caesars*, the *Livingstons*, the *Clintons*.

#### ALPHABETICALS AND NUMERALS,

112 Used instead of the letters constituting their respective names, are pluralized by adding an apostrophe, (') and annexing the letter *s* ; as, the *a's*, the *b's*, the *l's*, the *2's*, the *20's*.

113 [*S, h*, and *x*, are exceptions ; they being pluralized by adding *es*, preceded by a hyphen ; (-) as, the *s-es*, &c.]

114 The names of these letters and figures, when spelled in full, are pluralized by annexing an apostrophe, and adding *s* ; as, the *be's*, the *ce's*, the *double-u's*, the *two's*, the *three's*.

115 [*S, h*, and *x*, are exceptions ; they being pluralized by adding *es*, preceded by a hyphen ; as, the *es-es*, &c.]

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\*Numerals and alphabeticals are exceptions.

†The word *aid-de-camp* is regularly pluralized as *one word* in English ; as, *aid-de-camps*, notwithstanding its French etymology, and the primary meaning in that language, of the individual parts composing the word. The word *court-martial*, should be written as two distinct words ; as, *court martial*, [martial court]—pluralized, *courts martial*.

*Irregular Names.\*a*

116 An irregular name is one which has not *s* or *es* added to the singular form to make the plural, but has its plural made in some other way ; as,

*Singular form*—Man, woman, child, foot, ox, mouse, basis.

*Plural form*—Men, women, child-*ren*, feet, ox-*en*, mice, bases.

117 Names ending in *fe* are irregular, and are pluralized by exchanging *f* for *v*, and adding *s* ; as, *knife*, knives, *life*, lives—except *fife*, which is a regular name ; as, plural, *fifes*.

118 Names ending in *lf*, are irregular, and are made plural by exchanging *f* for *v*, and adding *es* ; as, *half*, halves, *shelf*, shelves.†

119 Names ending with the syllable *cis*, *sis*, or *is*, immediately preceded by the sound of *s*, are irregular, and are pluralized by exchanging the *i* of the last syllable, for *e* ; as, gla-*cis*, gla-*ces*; the-*sis*, the-*ses* ; ax-*is*, ax-*es*.

*Defective Names.\*a*

120 A defective name is one which has not different forms to distinguish singleness and plurality ; as,

Deer, sheep, wealth, wheat, tongs, shears, means, amends.

121 Defective names are of several classes : First, those which are used only in the singular form, and singular sense ; as,

Wheat	Silver	Haughtiness	Humility
Pitch	Pride	Contempt	Pity

122 Second ; those which are used only in the plural form and plural sense ; as

Annals	Calends	Ides	Shears
Archives	Drawers‡	Lees	Tidings

123 Third ; those that are in the plural form, yet are always to be used in the singular sense ; as,

News	Billiards	Pneumatics	Politics
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124 Fourth ; those which, in the singular form, may be used in the singular or plural sense ; as,

Deer	Sheep	Swine
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\*a For the lists or tables of irregular and defective names, see SYNTAX.

b All *abstract* names, or names of qualities considered apart from the objects to which they necessarily pertain, are *defective* names ; as, *white*, or *whiteness*, *blackness*, *darkness*, *redness*.

† Leaf, sheaf, thief, beef, and wharf, have *f* exchanged for *v*, and *es*, added ; as, loaf, loaves.

‡ When meaning a *garment*—but the word *drawer* when meaning a sliding box, is a regular name.

125 Fifth ; those which, in the plural form, may be used in the plural or singular sense ; as,

Wages            Means            Amends            Gallows            Bellows

126 A name of this class is to be regarded as singular in sense when meaning but one fact, item, or event ; as,

John lost his money in Buffalo ; and by *this means*, he was prevented from proceeding west. Seth's *wages* is twenty-five dollars per month.

127 It is to be regarded as plural in sense when meaning more than one fact, item, or event ; as,

Henry's health failed. His pecuniary disappointments multiplied. His store and mills were burned ; and by *these means* he became insolvent.—The *wages* of the three brothers *were* different, according to their respective ages.

## V. Distinctions of Case.

128 Case is the relation which a name or a substitute sustains to an asserter or a relative, or to another name or substitute.

### SUBJECTIVE CASE—*Nominative Case.*

129 I. A word in the subjective case represents the person or thing denoted by it as the SUBJECT of remark (*d*)—or,

II. It describes or particularizes the person or thing denoted by the subjective word to which it refers ; as,

*Helen* writes elegantly. *Flowers* bloom in spring. *Harriet*, my friend, is absent. That *man* is Mr. Adams. *He* is a statesman. The *child* was named Samuel. *James* is my cousin. The *house* is my property. *Who* is my neighbor ? *What* is death ?\*a

\*a The words *Helen*, *flowers*, *Harriet*, *man*, *he*, *child*, *James*, *house*, *who*, and *what*, are in the subjective case from their agreement with part I, of the definition. They represent the ideas which they respectively denote or bring to mind, as being the subjects of the respective remarks : whether affirmative or interrogative remarks.

b The words *friend*, *statesman*, *cousin*, *property*, *neighbor*, and *death*, are in the subjective case, from their agreement with part II, of the definition ; as these words are used to describe the persons and things denoted or brought to mind by the prior subjective words to which they respectively refer—are used to tell *what* the subjects are.

c The words *Mr. Adams*, and *Samuel*, are in the subjective case, from their agreement with part II, of the definition ; for they are used to particularize the persons denoted by the subjective words, *man* and *child*—used to show *who* the subjects are.

d ¶ The pupil should be particular to understand and remember the description of “the subject of remark,” as here given—Thus,

I. Find the asserter, which, taken with only the word on which it seems to depend, will make good sense, so far as the sense extends. “Helen



## POSSESSIVE CASE.

130 I. A word in the POSSESSIVE case, represents, by its form, that the person or thing denoted by it, has, or POSSESSES something ; or,

II. It is used to describe or particularize the possessor,

writes elegantly." *Writes* is the asserter. II. Then take, with the asserter, just words enough to make the briefest remark that can be made of a person or thing, and such as will express the meaning or intention of the author. *Helen* is that word. *Helen writes*. Here is the briefest remark that can be made of any thing mentioned in the sentence. Who is the *subject of this remark* ? It is the *person*, the *lady*, Helen. The name Helen is therefore said to be in the subjective case, from its denoting the *person* who is the subject of the story, narration, or remark.

e "James, with his books, returned to school." Find the asserter. It is the word *returned*. Take, with that, just words enough to make the briefest remark that can be made and express the meaning or intention of the author. Shall we take *books* ? saying 'books returned' ? No!—for though this would make good sense, yet it would not express the *intention of the author*. He means that somebody returned *with the books*. Which word, used, shows *who* that was ? It is the word *John* ; as ' *John returned*.'—Who is the subject of this brief remark ? It is the *man* John. The name John, must therefore be in the *subjective* case ; because, representing by its relation to the asserter, that the man denoted by it, is *the subject of remark*.

f "The house is my property." Here the asserter is the word *is*. Take with the asserter, just words enough to make the shortest story that can be told, and express the meaning of the author or narrator. 'The house is.' Which word represents the thing denoted by it as the *subject* of the remark or story ? The name *house*. This name is therefore found to be in the *subjective* case.

g "Who is dead." Here the asserter is the word *is* ; and the word *who* denotes or brings to mind the idea of what is the subject—of some person that is the subject of this interrogative remark. The word *who* represents what is denoted by it as the subject of the interrogative remark. The word *who* is therefore said to be in the *subjective* case.

h "Cain killed Abel in the field " Here the asserter is the word *killed*. Take, with the asserter, words enough to make the briefest remark that can be made. "Cain killed." Who is the subject of this remark ? The *man* Cain. The name Cain, is therefore said to be in the subjective case.

i "Abel was killed by Cain in the field." Here the asserter is composed of the words *was killed*. Take, with the asserter, words enough to make the briefest remark that can be made. 'Abel was killed.' Who is the subject of this remark ? The *man* Abel. The name Abel is therefore said to be in the subjective case ; as it represents the person denoted by it as the subject of the story or remark.

j In simple sentences, not made interrogative by *who*, *which*, or *what*, take, with, and before, the asserter, only the word *who*, *which*, or *what*, (according to the sense,) and the word in the sentence, which answers the question asked by *who*, *which*, or *what*, before the asserter, is in the *sub-*



as represented by another possessive word, to which it refers ; as,

*Maria's* friend. *John's* book. *Helen's* success as a *teacher* is unrivalled. *My* duty as a *writer* is to present facts. I called at *H. Judson* the *jeweler's* store.\*a

#### OBJECTIVE CASE.

131 I. A word in the OBJECTIVE case represents a person or thing as the OBJECT of the fact expressed by a transitive assenter, or of the relation expressed by a relative ; or,

II. It is used to describe or particularize the object as represented by another objective word to which it refers ; as,

James ate an *apple* in the *store*. I respect *George*, as a *man*. Maria met her *father* at the *concert*. I visited my *cousin*, *Mrs. Clinton*, in Albany.†A

jective case, according to the *first* part of the definition ; as, "John went home." *Who* went ? 'John' The word John, as first used, answers the question *who* ? and is in the subjective case, from its relation to *went*. "Is James sick ?" Is *who* sick ? The answer would be *James*. The name *James*, as used, is in the *subjective* case, denoting the person who is the subject of the interrogative remark.

k When only the word *who*, or *which*, or *what*, is taken in the sentence, and before the assenter, to make an interrogative sentence that is given for you to examine, remember that whichever of these words is used to bring to mind, (though interrogatively,) the person or thing that is the subject of remark, affirmative or interrogative, this word is in the *subjective* case. [See the foregoing note g.]

l These directions for determining the cases of words are intended particularly for words, as parts of simple sentences, expressing simple propositions. Directions for determining the cases of connective substitutes, are given with the substitutes.

\*a Here the words *Maria's*, *John's*, *Helen's*, *my*, and *jeweler's*, are seen to represent, *by their forms*, that the persons denoted by them, have, or possess something ; leaving to the words immediately following to express the *things possessed*. These words, (the ones in *Italic*,) are therefore said to be in the possessive case.

b The words *teacher* and *writer* are used to *describe*—to show the capacity or character of the persons denoted by the prior possessive words to which the names, *teacher* and *writer* respectively refer.

c "I reside on the farm of Henry Wilson." Here the name *Henry Wilson* denotes the person who is the *possessor* : but as this name does not, "by its form," represent him as the *possessor*, it is not in the possessive case. [It is in the objective case denoting the *object* to which the farm is represented as being related, or as belonging.] It is not by the *form* of the name *Henry Wilson*, that the man is represented as possessing the farm. It is by the mere *arrangement* and *association* of the name with the words *farm* and *of*, that he is represented as being the possessor.

†A To determine the case of the different words of a sentence, find, first

INDEPENDENT CASE—*Nominative Case Independent.*

132 A word in the independent case is one which is free from the constructive dependence and relation described by the first three cases ; as,

*Julia* : Maria has gone home.\**a* An honest *man*, the noblest *work* of God. "The *grave*—how sweet its rest !" Thrice welcome the *friend* who chides my faults. Religion—what treasure, untold, resides in that Heavenly word.

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the asserter ; and then the *subjective* word ; as directed by note *d*, page 59, then proceed to find the *objective* case—thus,

**B** "John ate an apple in the store." Here the asserter is *ate*—the subjective word, *John*. Then, John, the subject ate what object ? [The *apple*.] In what place as the object ? [The *store*.] By this it is seen that the name *apple* is in the objective case, from its denoting the object which John, the *subject*, affected by the act or fact of *eating*, denoted by the transitive asserter *ate* ; and that the name *store* is in the *object-ive* case, denoting the room or place as the *object* to which the fact of John's eating the apple is related. That relation is expressed or represented by the relative *in*.

**c** "William bought a farm in Ohio." Here the asserter is *bought*—the subjective word is *William*, representing the man as the subject. William, the subject, bought what object ? [The *farm*].—in what place as the object ? [The state *Ohio*.] By this, it is seen, that the name *farm*, denotes the object of the fact of *buying*, expressed by the transitive asserter *bought*—while the word *Ohio*, denotes the district of country as the object in which, or within the limits of which, the farm is located. The two words, *farm* and *Ohio*, are both in the objective case ; one denoting the object of the *fact* expressed by a transitive asserter ; and the other denoting the object of relation expressed by a relative.

**D** A word in the objective case may express the object of a fact denoted by a *receptive* asserter when this object and the *subject* of remark are both expressed ; as, "John was paid a *dollar*." Here *John*, the *subject*, was paid the *money*, as the *object*—the word *dollar* being in the *objective* case.

**E** "James came from New York, up the Hudson, by Albany, along the Mohawk, by Schenectady, to the city of Utica, in Oneida county." Here the asserter is *came*—the subjective word is *James* ; and all of the other names are in the objective case ; each, denoting the *object of relation* expressed by a foregoing *relative*.

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\**a* Here the name *Julia*, stands distinct from the sentence describing the event, and *independent* of that sentence—and, besides, it represents the *person* as independent of, and unconnected with, the event or fact which the sentence describes. The name is therefore said to be in the *independent* case.

*b* It is seen that the name *Julia*, does not represent the person as the subject of the remark or story ; nor is it used to describe or particularize the subject. It can not, then, be in the *subjective* case. The name *Julia*, does not, by its form, represent the lady as having or possessing any thing ; nor does it describe or particularize the possessor. It can not, then, be in the *possessive* case. It does not represent the person as the object either of

## TWO-FOLD CASE.

133 I. A word in the two-fold case sustains a two-fold relation to the sentence ; or,

an action or fact expressed by a transitive asserter, or of relation expressed by a relative. It can not, then, be in the objective case. It is seen to be free from, and independent of, the constructive dependence and relation described by the other three cases. It is in the *independent case*.

c ¶ Let the pupil be particular to understand and remember that a name or a substitute is not necessarily in the independent case in consequence of its being of the second person: for whether I say to a person, “*You go home,*” or, “*John; go home;*” I mean the same: and the words, *you* and *John*, have the same relation to their respective asserters. Both words, *you* and *John*, are alike of the second person—both, alike, represent the person addressed as the subject of the command, and both, alike, have the asserters referring to them, and depending on them to denote the person commanded. Both alike, are, of course, in the *subjective case*. I may say,

d	You go home :	}	or,	He went home :	}
	or			or	
	John go home :	}		John went home.	}

It is seen that the first name *John*, has the same relation to the asserter *go*, that the substitute *you*, has—just as the second name *John* has the same relation to the asserter *went*, that the substitute *he*, has. The first name *John*, is just as much in the subjective before the asserter *go*, as the last name *John*, is in the subjective case before the asserter *went*.

e You } go home. Here the word *you*, and the word *John*, sustain a  
John } common relation to the asserter *go*—for I may  
command the same person to do the same act, by saying to him, “*John; go home,*” as by saying to him, “*You go home.*”

f John { went home. Here it is seen that the name *John*, sustains  
John { go home. the self-same relation to the asserter *go*, expressing the command to perform the action, that it sustains to the asserter *went*, expressing the action already performed.

g When I speak to a person, naming him, and narrate some event concerning *him*, the name is in the *independent case*, just as clearly as when I speak to a person and narrate some event concerning another person—Thus,

<i>John</i> : you were at home yesterday : <i>John</i> : Henry was at home yesterday.*	In each of these examples the name <i>John</i> constitutes no part of the sentence describing the fact referred to. In each example the name is in the <i>independent case</i> .
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h When I speak to a person and command him to do a certain act, the name of the person commanded is just as much in the *subjective case*, as the substitute for his name would be if that was used; that substitute representing the same person in the same relation to the same act; thus,

<i>John</i> ; go home. } You go home }	The punctuation of the first sentence does not change the sense or relation of the words, at all.
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\* The same may be said of the old example; as  
 “*Plato: thou reasonest well.*”  
*Plato: Socrates reasons well.*

II. It represents the relations indicated by several of the other cases ; as,

John lent his book and borrowed *mine*. Maria took Julia's gloves and left *hers*. James took whatever *provisions* were needed for the voyage.\*a

\*a "John lent his book and borrowed mine." Suppose my name to be Henry. It is then seen that the word *mine* is substituted for the two names *Henry* and *book* ; and is in just as many cases, and just the same cases as the two words for which it stands, would be, if they were used. Thus,

John lent his book and borrowed { Henry's book.  
mine.

Here the name *Henry's*, is in the simple *possessive* case, denoting only the *possessor* of the object borrowed ; and the name *book*, is in the simple *objective* case, denoting only the *object* borrowed ; while the word *mine* being a substitute for both the names *Henry's* and *book*, and representing, fully, both the *possessor* and the *object* possessed, is seen to be in *both cases*—the *two-fold* case.

b "Maria took Julia's gloves and left *hers*." Here the word *hers*, is seen to act the part of a substitute for the two names *Maria's* and *gloves*. Thus,

Maria took Julia's gloves and left { Maria's gloves.  
hers.

The word *hers*, is seen to be a substitute for the name *Maria's*, in representing the *possessor*, as such ; and is, therefore, in the *possessive* case. The word *hers*, is seen to be, also, a substitute for the name *gloves*, in representing them as the *objects* of the *fact* expressed by the transitive *asserter left* ; and is therefore in the *objective* case. From both circumstances, it is found to be in both cases, the *possessive*, and the *objective* case—one word in two cases—in the *two-fold* case.

c Speaking of Maria and her gloves, I may say, "Julia's gloves were ta-

ken, but { Maria's gloves }  
hers were left.

Here the word *hers* is in the *two-fold* case, representing the *possessor*, as such, and, of course, being in the *possessive* case ; and representing the gloves as the subjects of remark, and being in the *subjective* case from its relation to the *asserter were left*.

d "James took whatever provisions were needed." Which word, in this sentence, represents the objects of the action expressed by the transitive *asserter took* ? [The word *provisions*—He took the *provisions*.]—Which word, in the sentence, represents the subjects of the second remark in the last part of the sentence, showing what were needed ? [The word *provisions*—The *provisions were needed*.] It is herein seen, that the name *provisions*, is as much in the *objective* case as though it was not in any other case ; for it is the only word used to show what *objects* James took : and that it is just as much in the *subjective* before, and in relation to, the *asserter were needed*, as though it was not in any other case : for it is the only word used to show what were needed—the self-same word representing the self-same *provisions* as being both *taken* and *needed*—the word *whatever* being an indefinite specifying adname.



## THE DECLENSION

134 I. Of a name, is changing its shape to make its possessive form, and to represent objects with respect to number.

II. A name in the singular form is called a SINGULAR NAME—one in the plural form is called a PLURAL NAME.

## 135 EXAMPLES OF THE DECLENSION OF GENERAL NAMES.

*Singular.*

Subj. form, A man,  
Poss. form, A man's [books,]  
Obj. form, A man,  
Indep. form, A man.

*Plural.*

Subj. form, Men,  
Poss. form, Men's [books,]  
Obj. form, Men,  
Indep. form, Men.

*Singular.*

Subj. form, A senator,  
Poss. form, A senator's [duties,]  
Obj. form, A senator,  
Indep. form, A senator.

*Plural.*

Subj. form, Senators,  
Poss. form, Senators' [duties,]  
Obj. form, Senators,  
Indep. form, Senators.

e He took provisions : - - one simple sentence.  
Provisions were needed—another simple sentence.

whatever

James took provisions were needed.

The word *provisions* is seen to be in the *objective* case, from its relation to the asserter *took*, with which it is connected by the brace ; and in the *subjective* case, from its relation to the asserter *were needed*, with which, also, it is connected. James took *provisions*—objective case—*provisions* were needed—subjective case. [For the cases of *connective substitutes*, see Connective Substitutes.]

f The principle of condensation is carried so far, in English, that words are sometimes used in a *three-fold* relation or *case*, or a *two-fold* case in another sense ; being the *possessive* and the *two-fold* case : as, I shall buy Mr. Jackson's, or Mr. Henry's wheat : and you may take whichever farmer's will suit you best. The word *farmer's* denoting the possessor, [*possessive* case,] and at the same time being in the *two-fold* case ; that is, in the *objective* case after *may take*; and the *subjective* before *will suit*.

whichever *Subj.*

You may take a farmer's will suit you best.

*Obj.*

[See the note under *connective substitutes*, which explains this farther.]



## 136 DECLENSION OF PARTICULAR NAMES.

*Singular.*

Subj. Maria,  
Poss. Maria's [books,]  
Obj. Maria,  
Indep. Maria.

*Singular.*

Subj. Felix,  
Poss. Felix' [property,]  
Obj. Felix,  
Indep. Felix.

*Singular.*

Subj. Mr. Fox,  
Poss. Mr. Fox's [property,]†  
Obj. Mr. Fox,  
Indep. Mr. Fox.

*Plural.\**

Subj. The Marias,  
Poss. The Marias' [books,]  
Obj. The Marias,  
Indep. The Marias.

*Plural.*

Subj. The Felixes,  
Poss. The Felixes' [property,  
Obj. The Felixes,  
Indep. The Felixes.

*Plural.*

Subj. The Mr. Foxes,  
Poss. The Mr. Foxes' [property]  
Obj. The Mr. Foxes,  
Indep. The Mr. Foxes.

137 From this view of the declension, it is seen that the only change of form which *case* requires in names, is the annexing of the sign which distinguishes the possessive form from the other.

138 Both forms of a name *may* be used in the two-fold case ; as,

I will aid whatever *person* shall need my assistance. I took Henry's book and left *John's*.

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## Questions on Names.‡

## I. PRIMARY DISTINCTIONS.

What is a name ? 76. What are the Primary Distinctions of names ? 77, I. What is a general name ? 78, I, II. Give examples. A particular name ? 79, I, II, Examples. What does a particular name become by being pluralized ? Note \*a page 50. How, else, does a particular name become general ? b p 50. What is a collective name ? 80. Examples. Does

\*Particular names become general by being pluralized. Collective names are declined like general names of the same termination ; but like particular names, they become general by being pluralized ; as, the army, the *army's* force—the armies, the *armies'* force.

†Remember that such a name, followed immediately by an *unaccented* syllable has only the apostrophe ; as, Mr. *Fox'* imprudence.

‡For the sake of brevity in referring to different parts of the work, the letter *p* will be used to represent the *page*, and the characters \* † ‡, and the letters *a*, *A*, *b*, *B*, &c. will be used to represent the *notes*, or *parts* of *notes* referred to, on the page. The figures 76, 77, &c. refer to the different parts of the body of the work.

a collective name become general? †A What is taught by †A, B, C, and D, p 50. Is the word *forest* a collective name? C. Why not? Is the word *army* a collective name? D. Why? What, only, are to be called collective names? E. What is an assertive name? 81, Examples. Explain the bearing and relations of the word *stealing* in the diagram concerning Jack, \* p 51.

## II. DISTINCTIONS WITH RESPECT TO SEX.

What are the distinctions of names with respect to sex? 77, II. What does a masculine name denote? 83, Examples. A feminine name? 84, Examples. Have *words, sex*? † p 51. What is a common name? 85, Examples. What is a neuter name? 86, Examples. Are masculine and feminine names ever applied to neutral objects? † p 51, Examples. Are common names applied to male, and to female objects? Examples, \* p 52. Are neuter names ever applied to male or female objects? Why? †A p 52. How are words thus applied to be *parsed*? B. How many methods has the English language for distinguishing males and females? 87. What is the first method? 87, Examples. The second method? 88, Examples.—The third method, 89? Examples. Examples of common names, 90; of neuter names, 91.

## III. DISTINCTIONS OF PERSON.

What are the distinctions of Person? 77, III. What does a word of the first person denote? 93, Examples. Can a name ever be of the *first* person? Why not? \*a. What is taught by *b*? by *c*? by *d*? What word is, what word is not, of the first person? *e*. What does a word of the second person represent? 94, Exam. A word of the third person? 95, Example.

## IV. DISTINCTIONS WITH RESPECT TO NUMBER.

What are the distinctions of names with respect to number? 77, IV.—What does the singular form denote? 97, Exam. The plural form? 98, Examples. What are the sub-divisions of names with respect to number? 99. What is a regular name? 100, Examples. Where are names, not regular, found? 101. What is taught by 102? 103? 104? 105? 106? 107? 108? 109? 110? 111? 112? 113? 114? 115? What is taught by \* p 56? by † p 56? What is said of *aid-de-camp*, and *court martial*? † p 57. What is an irregular name? 116. What is taught by 117? 118? 119? What are defective names? 120. What is taught by 121? 122? 123? 124? 125? 126? 127?

## V. DISTINCTIONS OF CASE.

What are the distinctions with respect to case? 77, V. What does a word in the subjective case do? 129, I, II, Examples. What is taught by *d*, p 59? *e*? *f*? *g*? *h*? *i*? *j*? *k*? What does a word in the possessive case do? 130, I, II. Ex. What is said in \**abc*? What is said of a word in the objective case? 131, I, II. Ex. What is said in †A, p 61? in C, p 62? in D? E? What is said of a word in the independent case? 132. What is taught by \*a, p 62? by *b*? by *c*? by *d*? by *e*? by *f*? by *g*? by *h*? What is said of a word in the two-fold case? 133. What is taught by \*a, p 64? by *b*? by *c*? by *d*?—by *e, f*, p 65? What is the declension of a name? 134, I. What is a name in the singular form called? What one in the plural form? 134, II. Repeat or read the examples in declension, in 135—those in 136. What is taught by note \* p 66? by †? [Read, carefully, the remark in brackets at the head of the exercises in parsing, commencing on p 68.] What is expressed by these remarks?

## EXERCISES IN PARSING.

[The following exercises are intended for illustrating, *particularly*, the first part of speech, the *name*, in its own peculiar traits, and its connection with the other nine parts of speech. The others are used for the construction of the sentences in which *names* occur; and, will, themselves, be particularly described in their appropriate places. The rules of Syntax need not be applied till the pupil shall have become acquainted with the principles on which those rules are based.

The student of the *old systems*, will find that the author of this treatise discards the use of the old and *arbitrary* term, "*government*," and uses, rather, the word *dependence*, and such other terms as describe the philosophical *bearing, relations*, and *dependence* of words considered with respect to each other.]

## LESSON VII.

"James Williams, my cousin, went from New York to Boston for some books, but he returned in the evening of the next day."

JAMES WILLIAMS is a *name*; it is an independent word used to distinguish a person—an object that may be considered separately or alone—*particular*; it is used to particularize one object of a kind—*masculine*; it denotes that a male creature is meant—of the third person; it denotes, not the person speaking or writing, as such, but some other object spoken of—in the singular form; it denotes a single object, or but one—in the *subjective* case; it represents the person denoted by it as the *subject of remark*, showing *who* went, and has the asserter *went*, depending on it. [The asserter *went* would not make sense without the name; as, 'went from New York,' &c.

MY is a *substitute*; it is a word substituted for a name: [the name of the person speaking]—*common*; it is a term common to both sexes—of the *first* person; it represents the person speaking, as such—in the singular form; it denotes but one—in the *possessive* case; it represents the person denoted by it, as possessing or having something—it precedes, and depends on, the name *cousin*, showing what I have. [The word *my* would not make sense without the word *cousin*; as, *my—my* !]

COUSIN is a *name*, see number 76—general; it is a name which is general in its application to objects, see 78—common, as applied in this place, to show the relationship of a *male* object, [James Williams:] see note B, page 52—of the third person; see 95—in the singular form, see 97—in the subjective case, it is a name used to *describe* the person who is the subject of remark, see 129, II. [The cousin went—James Williams went—James

Williams, my cousin, went.] It relates to the name *James Williams*, and has, with that, a common relation to the asserter *went*. Thus,

James Williams	} went, &c.
or,	
my cousin	

WENT is an *asserter*; it is a word used to assert a fact in relation to the man mentioned—intransitive; it denotes an action or fact of the subject, without representing the fact as extending to an object.

FROM is a *relative*, showing the relation between the fact of James Williams' going, and New York, as the city, the object, from which he went.

NEW YORK is a *name*, see 76—*particular*, see 79—*neuter*; it represents the object denoted by it as being neither male nor female—of the third person, see 95—in the *singular* form, see 97—in the *objective* case; it represents the city denoted by it as the object to which the event of the man's going is related, the object of relation expressed by the relative *from*, to which it refers, and on which it depends.

TO is a *relative*, showing the relation between the fact of the man's going and the city of Boston, as the *object* to which he went.

BOSTON is a *name*, 76—*particular*, 79—*neuter*, 86—of the third person, 95—in the *singular* form, 97—in the *objective* case, representing the city of Boston, as the *object* of the relation expressed by the relative *to*, to which it refers, and on which it depends for its associate sense.

FOR is a *relative*, showing the relation between the event of the man's going from New York to Boston, and the books as the *objects* for which he went.

BOOKS is a *name*, 76—*general*, 78—*neuter*, 86—of the *third* person, 95—in the *plural* form, 98—in the *objective* case; it represents the things denoted by it as the *objects* for which the man went to Boston, the objects of the relation expressed by the relative *for*, to which it refers, and on which it depends for its associate sense and place.

BUT is a *connective*; it is used only to connect the two sentences describing the two events, thereby uniting the two sentences, or forming them into one—"James Williams, my cousin, went from New York to Boston for books," being one sentence, and



“he returned in the evening of the next day,” being the other sentence.

HE is a *substitute* ; it is a word substituted for the name *James Williams*—*masculine* ; it represents the object denoted by it as a male creature—of the third person ; it denotes not the person speaking, as such, but another object spoken of—in the *singular* form ; it denotes but one—in the *subjective* case ; it represents the person denoted by it as the subject of the remark describing the event, [he returned]—and has the asserter *returned*, referring to it, and depending on it for its associate sense and place.

RETURNED is an *asserter*, used to assert the fact done by the man James Williams, here represented by the substitute *he* ; it is intransitive ; denoting an action of the man mentioned, as the subject, yet of itself, not representing that action either as affecting an object, or as extending to any object. It refers to, and depends on, the substitute *he*, to express the subject of remark of whom this fact is affirmed.

IN is a *relative*, showing the relation between the fact of the man’s returning, and the *evening* as the period of time in which he did the act.

THE is an *adname*, a word added to the name *evening* to restrict its meaning, to aid in marking more definitely the particular evening or time referred to. It is added to the name *evening*, and depends, for its use and place on that name.

EVENING is a *name*, 76 ; *general*, 78 ; *neuter*, 86 ; of the *third* person, 95 ; in the *singular* form, 97 ; in the *objective* case, representing the period, the evening, as the object related to the event of the man’s return ; and refers to, and depends on, the relative *to*, showing that relation.

OF is a *relative*, showing the relation of the *evening* as a short period, to the *day* referred to, the next day, as a greater period to which the *evening* belonged, and of which it was a part.

THE is an *adname* ; [parsed, with respect to the name *day*, just as the other word *the* was parsed with respect to the name *evening*.]

NEXT is an *adname* ; it is added to the name *day*, and used with the word *the*, only, to limit the meaning to a particular day, the *next* day.

DAY is a *name*, 76 ; *general*, 78 ; *neuter*, 86 ; of the *third* person, 95 ; in the *singular* form, 97 ; in the *objective* case, representing the period, the *day*, as the *object* related to the *evening*



as a part of the day, as the object of the relation expressed by the relative *of*, to which the name *day* refers, and on which the name depends for its associate sense and place.

[When the pupil shall have become sufficiently familiar with certain definitions to be able to give them, without hesitation, he should not be obliged to give the definition after each distinction; but should be required to give these distinctions, and pass on.]

### LESSON VIII.

1. "Henry : Seth has bought whatever apples were needed by his family."

2. "Julia borrowed my books and left Henry's,"

HENRY is a *name*, particular, masculine, of the *second* person; it denotes the object addressed or spoken to—in the singular form, in the independent case; it here stands distinct from, and independent of, the sentence describing the event, and represents the man (Henry,) as being independent of, and unconnected with, the event described.

SETH is a *name*, particular, masculine, of the *third* person, in the singular form, in the subjective case representing the person denoted by it, as the subject of the remark or narration, and having the asserter *has bought*, (asserting what the man did,) depending on it.

HAS BOUGHT is an *asserter*; a part of speech used to assert the fact done—*transitive*, it represents the fact denoted by the asserter as being extended from the subject to an object, (to *objects*, as here described,) to the apples mentioned—it refers to, and depends on, the name *Seth*, denoting him of whom the fact is asserted—denoting the subject of remark.

WHATEVER is an *adname*, being added to the name *apples* to limit its meaning, to show in what manner, and with what limitation the fruit, (the apples,) is to be regarded.

APPLES is a *name*, general, neuter, of the *third* person, in the plural form, in the *two-fold* case; being used in a two-fold relation to the other words of the sentence, in the two-fold case; being in the *objective* case from its relation to the asserter *has bought*, and representing the *objects* which *Seth*, the subject, has bought; Seth has bought *apples*—and being in the *subjective* case, representing the subjects of the other remark or the other part of this remark—showing what *were needed*; the *apples* were needed.

WERE NEEDED is an *asserter*, a part of speech used to assert a fact—receptive, used to represent the fact denoted by the asserter, as being extended to the *apples* as subjects of remark, and depen-

ding on the name *apples* to denote those things as the subjects of remark—of the remark—the *apples* were needed.

BY is a *relative*, showing the relation between the fact of the apples' being needed, and the family, as the association of persons by whom they were needed.

HIS is a *substitute*, standing in the place of the name *Seth*. [*Seth's* family—*his* family,] masculine, of the third person, in the singular form, in the possessive case, representing, by its form, that the person denoted by it, has something, (the word *family* showing what he has,) and depending for sense and place on the word *family*, denoting the object possessed.

FAMILY is a *name*, collective ; it denotes, of itself, a collection of distinct objects that may be considered separately and independently of fixed locality or situation—neuter ; it denotes an object which, as an object of contemplation, is neither a male nor a female creature.\* Of the third person, denoting not the one speaking, as such, but another object spoken of—in the singular form, denoting but one *collection*, as a collection ; in the objective case, representing the family, unitedly considered, as the object of relation expressed by the relative *by* ; the name *family*, referring to, and depending on, the relative *by*.

## 2. *Julia borrowed my books and left Henry's.*

JULIA is a *name*, particular, feminine, of the third person, in the singular form, in the subjective case, representing the person denoted by it as being the subject of the remark. It has the asserter *borrowed*, depending on it to denote the subject.

BORROWED is an *asserter*, transitive, referring to, and depending on, the name *Julia*, to show of whom the fact is asserted.

MY is a *substitute*, standing for the name of the person speaking—common, a term common to both sexes—of the *first* person, denoting the person speaking, as such—in the singular form, denoting but one—in the possessive case, representing, by its form, that the person denoted by it possesses something ; and preceding the word *books* denoting the things possessed, and depending on that word.

AND is a *connective*, a word used here to connect the two as-

---

\* This is true of any collective name ; as the mere *collection* or assemblage is neither a male nor a female, though the objects or *creatures* collected may be males, or females, or may be of both descriptions. See this treated fully in a Note under the declension of simple substitutes.

serters *borrowed* and *left*, and with them their respective attendant words—thus,

$$\text{Julia} \begin{cases} \text{borrowed} & \text{my books,} \\ \text{ } & \text{ } \\ \text{left} & \text{Henry's.} \end{cases}$$

By this connection, the two asserters are more easily seen to have a common relation to the name *Julia*, as one word, denoting the person, as one subject of the two remarks—Julia borrowed—Julia left—

$$\text{Julia} \begin{cases} \text{borrowed} \\ \text{ } \\ \text{left.} \end{cases}$$

HENRY'S is a name, particular, masculine, of the third person, in the singular *form*, denoting but *one* as the *possessor*, (though from its representing also the *books*, as the things possessed, it is plural in *sense* in this respect,) in the two-fold case, denoting both the possessor, and the objects left, as the things possessed—being here seen to represent the relations of the *possessive* case, from its denoting the possessor, and the objective case from its representing the books as the things possessed, and as the objects that Julia left. Thus, supposing my name to be Henry, I say, concerning myself and books,

Julia borrowed John's books and left  $\begin{cases} \text{Henry's} & \text{—Henry's books.} \\ \text{mine} & \text{—Henry's books.} \end{cases}$

or,

Julia borrowed John's books and left  $\begin{cases} \text{Henry's, meaning} & \begin{cases} \text{Henry's} \\ \text{books.} \end{cases} \\ \text{mine, meaning} & \begin{cases} \text{Henry's} \\ \text{books.} \end{cases} \end{cases}$

From this, it is seen that my name being *Henry*, the word *mine* is a substitute for, and representative of, both the name *Henry*, and the name *books* :

Julia borrowed John's books and left *mine*,  $\begin{cases} \text{Henry's} \\ \text{books:} \end{cases}$

and that the name *Henry's*, in *Italic*, in the diagram immediately preceding the last, is the full representative of both the *man*, as the possessor, and the *books*, as the things possessed.

Julia borrowed John's books and left *Henry's*, { *Henry's*  
books.

The word *Henry's*, as used *before* the brace, represents just as much as the two words, *Henry's books*, *after* the brace. [“ Julia borrowed John's books, and left *Henry's books*,” is not good English ; but “ Julia borrowed John's books, and left *Henry's*,” is perfect English.]

The name *Henry's*, of itself, or unassociated with other words, would represent only the possessor ; but from its place *in the sentence*, and its reference to the name *books*, it is a *representative* of the *things*, the books, by acting as a kind of *substitute* for the *name* books ; while it retains, fully, its office as the *name* of the *man* possessing the books. It is fully in the *possessive* case, from its denoting the *possessor* of the books, and fully in the *objective* case, from its representing the things possessed as the *objects* that Julia left. It is as fully in *both* cases, as it is in *either*.

#### LESSON IX.

Thou shalt not oppress thy hire-servant. Thou shalt give his hire to him. The fathers shall not be put to death for their children. The children shall not be put to death for their fathers. Thou shalt not pervert the judgment of the stranger or the fatherless.

#### LESSON X.

Thou shalt not take the widow's raiment as a pledge. Thou shalt not harden thy heart or shut thy hand against thy poor brother. Thou, Lord, hast searched me and known me. Thou hast beset me before and behind ; and laid thy hand upon me. Though I should ascend into heaven ; thou art there.

#### LESSON XI.

Though I should descend into the grave, lo ! thou art there. Though I should take the wings of the morning, and dwell in the uttermost parts of the earth ; even there thy hand would hold me ; and thy right hand would lead me. Though I should say, Surely the darkness shall cover me ; even the night would be light about me. The darkness hideth not from thee. The darkness and the light are alike to thee.

#### LESSON XII.

A false balance is an abomination to the Lord. Pride goeth before destruction. The thoughts of the righteous are right ; but the counsels of the wicked are deceit. A soft answer turneth away wrath ; but harsh words excite anger. Righteousness exalteth a nation ; but sin is a reproach to any people. The rich and the poor come together. The Lord is the Maker of them all. A wise man feareth, and departeth from evil ; but the fool rageth and is confident, [in his danger.] The hoary head is a crown of glory if it is found in the way of righteousness.—*Bible*.

## SUBSTITUTES—PRONOUNS.

139 A substitute is a word substituted for a name, phrase or sentence, and sustaining to other words the same relations that are sustained by a name ; as,

John was *my* enemy, but *he* is *my* friend. I relieved *him* in *his* distress, *which* excited *his* gratitude and affection. Maria loves *her* book.

### 140 DISTINCTIONS OF SUBSTITUTES.

I. Primary Distinctions,	- -	{ Simple, Connective, Interrogative, Adname, Negative, Indefinite.
II. Distinctions with respect to Sex,		{ Masculine, Feminine, Common, Neuter.
III. Distinctions of Person,	-	{ First Person, Second Person, Third Person.
IV. Distinctions with respect to Number,		{ Singular form, Plural form.
V. Distinctions of Case,	- -	{ Subjective, Possessive, Objective, Independent, Two-fold.

### I. Primary Distinctions.

#### SIMPLE SUBSTITUTES—*Personal Pronouns.*

141 A simple substitute is one which stands merely as a substitute for a name, phrase, or sentence, and sustains to a sentence the same relations that are sustained by a name ; as,

John met *his* father. Maria and Julia reverence *their* parents. George paid, for *his* geography, five dollars and a half, *which* was too much. James ran two miles to overtake William : but *it* was useless.



142 <i>The Simple Substitutes</i>	AND	143 <i>The Emphatic Simple Substitutes,</i>
are, I, thou, he, she, it,		myself and ourself, thyself and yourself, himself, herself, itself,
And their variations with respect to Number and Case :		Called <i>emphatics</i> , from their giving <i>emphasis</i> , and their variations with respect to number.

## 144 THE DECLENSION OF A SIMPLE SUBSTITUTE

Is changing its form in reference to the distinctions of Number and Case.

145 The FORMS are named according to the CASES in which they should respectively be used.\*

## DECLENSION.

[§ The *first* person is defined by number 93, p 54. Let the pupil repeat the definition here.]

146 FIRST PERSON—*Common Substitutes.**Singular Form.*

Subj. form, I,  
Poss. forms, My—mine,†  
Obj. form, Me,  
Indep. form, Me,  
Two-fold form, Mine.

*Plural Forms.*

Subj. form, We,  
Poss. form, Our,  
Obj. form, Us,  
Indep. form, We,  
Two-fold form, Ours.

[§ The *second* person is defined by 94. Let the pupil repeat the definition here.]

147 SECOND PERSON—*Common Substitutes.**Singular Forms.*

Subj. form, Thou,  
Poss. forms, Thy—thine,  
Obj. form, Thee,‡A  
Indep. form, Thou,  
Two-fold form, Thine.

*Plural Forms.*

Subj. forms, You—ye,||  
Poss. form, Your,  
Obj. forms, You—ye,§  
Indep. forms, You—ye||  
Two-fold form, Yours.

\*A simple substitute or a name, when used exclamatorily or interrogatively, without reference to an asserter or a relative, is in the independent case, whatever may be the form ; as,

*I doubtful, cheerless ? I afraid ?*

*I, hapless wretch ! a man—a slave !*

*Though offspring of the good and brave !*

¶ For Notes † ‡ A || § see next page.

14S. N. B.—In the ordinary conversational style, the word *you*, and its variations, with the plural form of the asserter, should be used in preference to the word *thou*, and its variations in the singular form ; as,

James ; *you are* my friend. *You have* ever been kind to me.†A

[§ The third person is defined by 95. Let the pupil repeat the definition here.]

### THIRD PERSON.

#### 149 Masculine Substitutes.

#### Common Substitutes.

##### Singular Forms.

##### Plural Forms.

Subj. form, He,  
Poss. form, His,  
Obj. form, Him,  
Indep. form, Him,  
Two-fold form, His.

Subj. form, They,  
Poss. form, Their,  
Obj. form, Them,  
Indep. form, They,  
Two-fold form, Theirs.\*a

§ For references † ‡A || § see preceding page.

†Mine, in the simple possessive case, is confined to the grave or “scriptural” style.

‡A The second person singular, as it is called, is confined to the grave style.

B *You*, as a substitute, is said to be in the *plural* form, because, when several objects are meant, *you must* be used, although it may be used in reference to a *single* object. Besides, it is regarded as plural in sense, except when the words, with which it is connected, show the sense to be singular. Then, as *thou* is used only in the singular sense, it is said to be in the *singular* form; and *you* is said to be in the *plural* form, because it *must* be used to represent several objects ; although it *may* be used in application to a single object, if the singleness is sufficiently shown by other means.

||Ye, as a *subjective* word, or word in the independent case, is confined to the grave style.

§Ye, as an *objective* word, is confined to the comic style.

\*a Common names and substitutes are terms, which, without any change, may be applied to objects either male or female ; as, *friend*. This term may be applied to a lady or a gentleman. I may say *Mr. Clinton* is my *friend*, or *Mrs. Clinton* is my *friend*. *He* is my *friend*, or *she* is my *friend*. While common names and substitutes are properly applied to both males and females, they are incapable of *distinguishing* either ; as by the name *friend*, I can not indicate whether a male or a female is meant.

b Remember that a common name is not one which denotes a *property* or *thing* which is common to both sexes, or which may belong to either sex ; as, *gloves*, which may be owned by persons of both sexes—as ladies and gentlemen *both* wear *gloves* : but a common name is one which de-

## 150 THIRD PERSON.

*Feminine Substitutes.**Common Substitutes.**Singular Forms.**Plural Forms.*

Subj. form, She,  
 Poss. form, Her,  
 Obj. form, Her,  
 Indep. form, She,  
 Two-fold form, Hers.

Subj. form, They,  
 Poss. form, Their,  
 Obj. form, Them,  
 Indep. form, They,  
 Two-fold form, Theirs.

notes an object that is, itself, either a male or a female, though the name can not distinguish either.

*c* While a common name denotes something which *must be* either a male, or a female, it can not *distinguish* whether *one* or the *other* is meant.—Thus, I say, “I met a *parent* leading a *child*,”—yet no one can tell from the expression, whether I met a *male* or a *female*—whether it was a *father* or a *mother* that I met—though, as a *parent*, the person must have been one or the other : and from the word *child*, no one can tell whether it was a *male*, or a *female*, that the parent was leading, whether it was a son or a daughter—though, as a *child* it must have been *one* or the *other*—the name *child* being incapable of distinguishing which.

*d* Let the pupil remember, then, that a common *name* is one which, from its own meaning, strictly applied, means an object that must be either a male or a female—yet a common name can never of itself distinguish a male or a female object, *as male or female*.

*e* Let the pupil remember, that a common *substitute* is one which may be applied to represent either a male or a female without distinguishing one or the other ; as, *I, thou, they, them*—and that a simple substitute of the third person and plural form may be applied to represent objects *male* or *female*, or *neutral*, shown by the names for which these substitutes may stand, to be *one* or the *other*, or objects of *both* descriptions ; as, *men, they—women, they—apples, they, &c.*

*f* Let it be remembered that all substitutes are common, except certain of the simple substitutes as distinguished in examples 149, 150, and 151, of the declensions ; and except such adname substitutes as when used in only the adname sense would be capable of marking the distinctions ; as, the *male* bird flew away, but the *female* remained to guard her young. We caught the *female* bird ; but could not secure the *male*.

*g* The neuter substitute *it*, stands for a collective name when the name is used to denote the mass or collection, itself, not the individuals composing the collection ; thus we say of a school, *it* was large ; of a congregation, *it* is large and respectable ; of a family *it* is small.

*h* By the foregoing, it is seen that a *collective name*, as a collective name, is necessarily to be regarded as neuter ; although the *objects* composing the collection, may be *male* or *female*, or of both descriptions ; as, speaking of a tea-party or other party of pleasure, I say, *it*, (the party,) was very large—though perhaps there was not a large *person* in it.

*i* When, by the collective name, we refer to the *individuals* composing the collection, rather than to the whole *mass*, as a mass, we use the *plural*

## 151 THIRD PERSON.

*Neuter Substitutes.**Common Substitutes.**Singular Forms.**Plural Forms.*

Subj. form, It,

Subj. form, They,

Poss. form, Its,

Poss. form, Their,

Obj. form, It,

Obj. form, Them,

Indep. form, —,\*

Indep. form, They,

Two-fold form, Its own.†

Two-fold form, Theirs.‡

## EMPHATIC SIMPLE SUBSTITUTES

152 I. Are declined only to distinguish objects with respect to NUMBER.

II. They are not varied on account of CASE; and are never used in the possessive case.

## DECLENSION.

153 THIRD PERSON—*Common Substitutes.**Singular Forms.**Plural Form.*

Myself,

Ourselves.

Ourself.\*a

154 SECOND PERSON—*Common Substitutes.**Singular Forms.**Plural Form.*

Thyself,\*

Yourselves.

Yourself.

*form* of the substitute, which is the same when meaning *neutral* things, as when meaning male or female objects.

[See this mentioned in parsing the word *family* on page 72, and as treated more extensively in *Syntax*, under the Rules concerning collective names.]

\* The singular form of *it*, the author has never known to be used in the independent case. The use of *thymself* is confined to the grave style.

† *Its own*, as a *substitute combination*, is the only place in which *it*, as a substitute, is used in the two-fold case.

‡ *Theirs*, *ours*, and *yours*, are said to be in the *plural form*, because respectively denoting plurality of possessors; and *mine*, *thine*, *his*, and *hers*, respectively, are said to be in the *singular form* because denoting single possessors: yet the former may be *singular*, and the latter *plural*, in sense, so far as the *things possessed* are concerned: thus, Julia's books were taken and *mine* were left. Speaking of Henry and James, and their umbrella, I say, my umbrella was taken but *theirs* was left. The same may be said of names in the two-fold case. [See Rules of *Syntax* concerning the two-fold case.]

\*a This form of the substitute is used by editors, rulers, and others who act in concert with persons associated with them; they, (the former,) ap-



## 155 THIRD PERSON.

*Masculine Substitute.**Singular Form.*

Himself,

*Common Substitute.**Plural Form.*

Themselves.

*Feminine Substitute.**Singular Form.*

Herself,

Themselves.

*Neuter Substitute.**Singular Form.*

Itself,

Themselves.

---

pearing, respectively, as the representatives of the associations with which they are connected—the word *our*, indicating the idea of *plurality*, or of the association, and the word *self*, indicating the idea of *unity* in the person in whose name, and by whom, ostensibly, the affairs are conducted—and the two words *our* and *self*, thus united—*ourselves*—indicating, appropriately, the idea of *plurality* in *deliberation*, and of *unity* in *responsibility*, or *action*.

*b* The rules of Grammar have long held back speakers and writers from using the word *their*, in the *individual* sense with a *plural* reference ; as, Every man and woman should act in *their* proper sphere of life—instead of, in *his* and *her* proper sphere, &c. [This, (the latter,) is a very awkward mode of expression, not to be compared with the other.] The public have long felt the inconvenience of this seeming, perhaps real, defect, in the language, and would have remedied the evil long ago, had not narrow minded authors and critics, like *closet generals*, kept the public from adopting the proper remedy. The author of this work is willing to meet the storm which over-cautious critics may raise in reference to this departure from their *stereotyped* rules for a *living, growing language*. [This storm, at most, is but the “*tempest in a tea-pot*.”] Necessity, in language, as in other matters, is the *supreme law* ; and public convenience in the transmission of thought, should be the great object to be subserved by the labors of an author of Grammar. Other writers on Grammar have lamented what they deem a defect in the language, but none of them have attempted a remedy. Let critics rail against this open encouragement of a needful departure from old rules. The author of this work will treat their efforts with due forbearance, while he sanctions, without hesitation, what the necessity of the language so obviously requires.

*c* When there is reference to both males and females, yet to each, individually, the plural form of the substitute, as, *their*, &c. *should be used* ; as, “No *teacher*, male or female, shall dismiss *their* school before the hour of five.” “Every father and mother should attend closely to the education of *their* own children, without neglecting the children of *their* neighbors.”—“Each man and woman should, as far as possible, provide for *their* own wants without taking such measures as will prevent *their* neighbors’ doing the same.”



CONNECTIVE SUBSTITUTES—*Relative Pronouns.*

156 A connective substitute is one which acts the parts of a CONNECTIVE and a SUBSTITUTE; as,

James bought the apples *which* Henry ate. George is the person *whom* I met. Julia is the scholar *that* makes the greatest proficiency \*a

## \*a Contrast of Simple and Connective Substitutes.

In speaking of a certain orange which has been the subject of conversation, I say,

1 James bought the orange. The *orange* was eaten by John—*two simple sentences.*

2 James bought the orange. *It* was eaten by John—*two simple sentences*; and the word *it*, a mere substitute for the name *orange*.

3 James bought the orange *and it* was eaten by John—*two sentences* united by *and*—the word *it*, being a mere *substitute* for the name *orange*, and the word *and*, a mere *connective*, uniting what would otherwise stand as two distinct, simple sentences. I repeat,

b 1 James bought the orange { *and it* } was eaten by John.

2 James bought the orange { *which* } was eaten by John.

Here it is seen that while the word *and* acts the part of a mere *connective*, and the word *it*, the part of a *substitute* for the name *orange*, the word *which*, in the line below, stands under, and in the *place* of, these two words, *and* and *it*—being, like *and*, a full *connective*, and, like *it*, a full *substitute* for the name *orange*. Thus,

c 1 James bought the orange { *and the orange* } was eaten by John.

2 James bought the orange { *w h i c h* } was eaten by John.

## OTHER EXAMPLES :

d 1 I met a man. *He* was going west—*two sentences*; and *HE*, a *simple substitute*.

2 I met a man *who* was going west—the *two sentences* united by *WHO*, a *connective substitute*.

e 1 James is the man. I met *him* yesterday—*two sentences*; and *HIM*, a *simple substitute*.

2 James is the man *whom* I met yesterday—the *two sentences* united by *WHOM*, a *connective substitute*.

f 1 This is the man. *He* spoke to me yesterday—*two sentences*; and *HE*, a *simple substitute*.

2 This is the man *that* spoke to me yesterday—the *two sentences* united by *THAT*, a *connective substitute*.

157 Words in the two-fold case always sustain the same relations, that would be sustained by the words whose places they so elegantly supply ; as,

John bought *apples*. *Apples* were eaten. John bought *what* were eaten.\*a

g 1 The tree is dead. *It* was cursed by thee—*two sentences ; and IT, a simple substitute.*

2 The tree is dead *that* was cursed by thee—the *two sentences united by THAT, a connective substitute ; or, better, thus,*

h 1 The tree is dead. *It* was cursed by thee.

2 The tree, *that* was cursed by thee, is dead ; or, the tree *that* thou cursedst is dead—*that*, in both examples, a *connective substitute.*

i 1 James bought apples. I ate apples—*two simple sentences.*

2 James bought apples. I ate *them*—*two simple sentences ; them, being a mere substitute for the name apples.*

3 James bought apples *and* I ate *them*.

Here it is seen that the word *and*, is a mere *connective*—merely uniting the two sentences “*James bought apples,*” and “*I ate them.*” The word word *them*, (in number 3,) is seen to be a mere substitute for the name *apples*. The word *and*, has no *substitute* office. It merely connects ; and is therefore called a *simple connective*. The word *them*, has no connective influence, or office, but acts merely as a substitute for the name *apples*, and is therefore called a *simple substitute*.

j 1 James bought apples <sup>connective.</sup> *and* <sup>substitute.</sup> I ate *them*.

2 James bought the apples <sup>con. substitute.</sup> *which* I ate.

Here the word *which*, is seen to be just as much a *connective* as the word *and* ; and just as much a *substitute* as the word *them*—standing, like this word, in the place of the name *apples*. It occurs, like *and*, between the parts of the sentence—between the two simple sentences, that it may *connect* them. The word *which* is in the objective case from its relation to the asserter *ate*, representing what I ate, just like the word *them*, in the line above it—and just as the name *apples* would have been, had the name been repeated—though the name, not having a *connective* office, would have occurred after the asserter, instead of occurring before it, like *which*.

\*a The design of the following diagram is to develop the *relations* of the word *what*, not to express exactly the same *ideas* that the *names*, as used in the first two lines, express ; for the names, as used, would not show that

## THE DECLENSION

158 I. Of connective substitutes is changing their form for the representation of CASE.

II. They do not admit the distinctions with respect to SEX, PERSON, and NUMBER.

[See the Contrast of all kinds of Substitutes.

the apples *eaten* were the ones bought by James ; while the word *what* shows that the apples bought by James were the ones mentioned as eaten.

b 1 James bought apples. Apples were eaten.

2 James bought { apples, and apples } were eaten.

3 James bought { W H A T } were eaten.

Here it is seen that the word *what* is substituted for both names, *apples*—*apples*, and that it connects just as much as the word *and*, above it.—Like the first word *apples*, for which it stands, the word *what* is in the objective case, from its relation to the transitive asserter *bought*, to which it refers ; and like the second name *apples* for which, also, it stands, the word *what* is in the subjective case from its relation to the receptive asserter *were eaten*—the same word, *what*, being used to represent the same fruit as both *bought* and *eaten*. Thus,

4 James bought { w h a t } were eaten.

c Connective Substitutes may be used in the two-fold subjective case ; as,

Whatever	{	purifies—the heart,	Whoever	{	will do—the work,
		also			shall have—the pay.
		fortifies—it.			

d They may be used in the two-fold objective case ; as,

I will take	{	whom	I like	{	what	I will buy	{	which	ever
you shall choose		soever	you dislike.		w	you prefer.			

e They may be used in the two-fold case, representing the objective and subjective ; as, speaking of apples, I say,

1 I took { what } were needed.

2 Our ignorance of { what } may happen should banish disquiet.

## 159 DECLENSION OF CONNECTIVE SUBSTITUTES.

<i>Subjective form.</i>	<i>Possessive form.</i>	<i>Objective form.</i>
Who	Whose	Whom
Whoever	Whosoever	Whomever
Whosoever	Whosoever	Whomsoever
Which	Whose	Which
Whichever	Whosoever	Whichever
Whichsoever	Whosoever	Whichsoever
What	Whose	What
Whatever	Whosoever	Whatever
Whatsoever	Whosoever	Whatsoever
That	Whose	That

*f* They may be used in a triple co-incidence of case, being in the two-fold case representing the *possessive*, and, besides, a two-fold relation or case; as, I shall take William's carriage, and


1                      You may take } *whose-*  
                              you prefer.        *soever*

The above represents the *possessive* and two-fold *objective* case.

1    You may take *whosoever* will suit you best.

The above represents the *possessive* case, and the two-fold—the two-fold including the *objective* and *subjective*.

*g* “*Whoever will do the work shall have the pay.*” In this example, the whole phrase “*whoever will do the work,*” is in the *subjective* case before the asserter *shall have*—for if the question should be asked, “*who shall have the pay?*” the answer would be, “*whoever will do the work,*” Yet as the word *whoever*, brings to the mind of the hearer or reader, the idea of the self-same *person* that *will do* the work, and *shall have* the pay—the word *whoever* is said to be in the two-fold case; having the two asserters *will do*, and *shall have*, depending on it to denote the *one subject* of the *two remarks*. This principle is applied, also, to such words used in the two-fold *objective* case, as in some of the foregoing examples.

*h* 1.  To determine which substitute, in a sentence describing two facts, is connective, express the facts by separate sentences, repeating such words as will make each sentence a perfect one—an independent one, and see which word is missing. Thus,

2. “John, who was sick, is now well.” John was sick. John is now well. Here it is perceived that the substitute *who* is missing. You may know, then, that *who* is the connective substitute.

3. “The tree that thou cursedst, is dead;” The tree is dead. Thou cursedst the *tree*. Here it is perceived that the substitute *that* is excluded



INTERROGATIVE SUBSTITUTES—*Interrogative Pronouns.*

160 An interrogative substitute is one which acts the parts of an interrogative and a substitute ; as,

*Who* can show us any good ? James : *what* will influence you to study ?  
*Which* of you, gentlemen, is my friend ?\*a

161 *Who*, *whose*, *which*, and *what*, are the only words used as interrogative substitutes.

—is missing. Therefore, you know the word *that* to be the connective substitute.

i “ James ate the apple which I had given to him.” Here it is perceived that two facts are described. Let us express them by separate independent sentences, repeating whatever words are necessary. Thus, James ate the apple. I had given the apple to him. The substitute *which*, is missing. The word *which*, is hereby seen to be a connective substitute.

j “ Pity the sorrows of a poor old man,  
*Whose* trembling limbs have borne him to your door.”

Express these two facts by two sentences, distinct and independent—thus,

Pity the sorrows of a poor old man.

The *old man's* trembling limbs have borne him to your door.

Here it is seen that the word *whose*, a substitute, is the word missing.—*Whose* is herein seen to be the *connective* substitute.

k *Whose*, the possessive form of *who*, as a connective substitute, is used in the two-fold case, representing the possessive and the *subjective*, or the *objective* ; as, having mentioned boats, sailing, &c. I say, I told George *whose* [whose boat] would suit him best—[*possessive*, and *subjective* case]—or, I told George *whose* [whose boat] he should take—[*possessive*, and *objective* case.] In all such sentences the word *whose*, has, with the possessive, just the same case, that the name, if repeated, would have.

l Remember that a connective substitute, immediately preceded by *than*, and followed by an adname or a modifier, expressing comparison, is always either in the possessive case, (and that case is easily distinguished,) or in the objective, depending on *than*, as a relative : but that, in all other circumstances, a connective substitute is in the same case as the name or simple substitute for which it stands, would be, if used in the same place ; as in the foregoing examples. Do not forget this.

## \*a Contrast of Interrogative with Simple Substitutes.

- 1 Man is happy—an affirmative sentence.
- 2 He is happy—an affirmative sentence.
- 3 Woman is happy—an affirmative sentence.
- 4 She is happy—an affirmative sentence.
- 5 Who is happy—an interrogative sentence, made interrogative only by the word *who*, which brings to mind the idea of a person referred to ; the rest of the sentence being exactly like the other parts of the



## 162 THE DECLENSION

I. Of interrogative substitutes is only changing their form in reference to Case.

II. They do not admit distinctions with respect to Sex, Person, and Number.

## 163 DECLENSION OF INTERROGATIVE SUBSTITUTES.

<i>Subjective form.</i>	<i>Possessive form.</i>	<i>Objective form.</i>
Who	Whose*	Whom
Which	Whose	Which
What	Whose	What

164 ADNAME SUBSTITUTES—*Adjective Pronouns.*

I. An adname substitute is one, which, of itself, expresses the sense of an ADNAME, and yet has the sense and place of a SUBSTITUTE.

II. It is an ADNAME that becomes a SUBSTITUTE by the

sentences connected with the words, *Man, He, Woman, and She*. The words, *is happy*, stand in the same relation to the word *who*, as the four words above *who*: yet, while the first four sentences are *affirmative*, the one of which *who* is a part, is an *interrogative* sentence. This shows that the word *who*, as used, is interrogative, and contains the only interrogative principle in the sentence.

*b* The word *who*, as used above, is *substituted* for the name *person*, in expressing the idea of a human being. It is therefore a *substitute*. The word *who*, makes *interrogative*, a sentence, which with the name *person* or a simple substitute would be *affirmative*. It is therefore as much an interrogative as the word *why*, or any other simple interrogative. The word *who* is herein seen to be both an interrogative and a substitute, an *interrogative substitute*—thus, *man* is happy. *He* is happy. *Who* is happy?

\*The possessive form, *whose*, is often used in the two-fold case, and should be so used wherever it can clearly include, in its meaning, the possessor and the thing possessed; as,

George: I shall take William's sail boat. Whose will you take? This word *whose* means just as much as the two words, *whose* and *boat* would have meant—thus,

George: I shall take William's sail boat.  $\left. \begin{array}{l} \text{Whose boat} \\ \text{to} \\ \text{whose} \end{array} \right\} \text{ will you}$

take—this word, *whose*, being in the possessive form, and two-fold case, representing the possessive case, and the objective; as, I prefer William's boat. *Whose* will suit you?—the word *whose* being in the possessive case, and in the subjective before the asserter *will suit*.

proper omission of the name of the thing, to which, as an adname, it would refer ; as,

Henry lent that book, but kept *this*. George bought ten apples and sold *five* of them.\*a

165 The combinations of adname substitutes, *each other*, and *one another*, are called *reciprocal substitutes*, from their denoting *reciprocation* ; as,

John and Henry respect *each other*. They use *one another's* books.

166 These adname-substitute combinations may be used in either of the simple cases except the subjective ; as,

John and Henry respect *each other*. [The combination in the objective case.] They use *one another's* books. [The combination in the possessive case.]

167 *Each* may be used in the subjective case, and with a reciprocal influence in reference to the word *other*, in the possessive,

\*a George bought *five* apples. Here the word *five*, is *added* to the name *apples*, only to show the number of the apples. John bought ten apples and sold *five* of them. Here the word *five*, shows the *number* just as much as before, when it did nothing else ; and is thereby seen to express the sense of an *adname*: and, at the same time, it is used as a *substitute* for the name *apples* to represent the fruit, and to prevent the repetition of the name *apples* ; and is thereby found to be a *substitute* in *sense* and *place*—thus,

John bought ten apples and sold  $\left\{ \begin{array}{c} \text{five apples} \\ \dot{f} \dot{i} \quad v \dot{e} \end{array} \right\}$  of them.

Here the word *five*, as used in the lower line of the diagram, is seen to mean just as much as the two words, *five apples*, in the upper line. The word *five*, in the upper line, is a mere *adname*, in *place* and *sense* ; being *added* to the *name* only to show the number of the apples. The word *apples*, in the upper line, is a mere *name* of the fruit referred to, without being used for any other purpose ; but the word *five*, in the lower line, has the full *sense*, without the *place*, of an *adname*—[it shows the number, though it is not *added* to the *name*,] and, at the same time it has both the sense and place of a substitute, as it is *substituted* for the name *apples*, to prevent the repetition of that name. “ John bought ten apples, and sold *five* of them.” The word *five* is an *adname* in *sense*—and a *substitute* in *sense* and *place*—an *adname substitute*.

b Any *adname*, which, while it retains its meaning as an *adname*, is, at the same time used as a substitute for a name, becomes an *adname substitute*, by being so used ; but when the *name* is used, and the *adname* belongs to the *name*, instead of standing for it, it is a mere *adname*, having no *substitute office*.

c All the *adnames* in the language, except *a*, *an*, *the*, *every*, *very*, *no*, and *said*, may become *adname substitutes* by being used instead of names, to prevent repeating the names ; as, “ The *wise* foresee the evils of life, but the *foolish* pass on and are punished.” “ The *careless* and the *inconstant*, the *giddy* and the *fickle*, the *ungrateful* and the *interested*, every where meet us.”

or objective case. The same may be said of *one*, in reference to the word *other*, with the adname *the*, before it ; as,

*Each* loves the *other*. *One* used the *other's* books.\*

## 168 THE DECLENSION OF ADNAME SUBSTITUTES

Is changing their shape to make the possessive form, and to represent objects with respect to Number.†

### EXAMPLES.‡

#### *Singular Form.*

#### *Plural Form.*

Subj. form, *One*,  
Poss. form, *One's* [books]  
Obj. form, *One*,

Subj. form, *Ones*,  
Poss. form, *Ones'* [books]  
Obj. form, *Ones*.

Subj. form, *Other*,  
Poss. form, *Other's* [books]  
Obj. form, *Other*,

Subj. form, *Others*,  
Poss. form, *Others'* [books]  
Obj. form, *Others*.

Subj. form, *Another*,  
Poss. form, *Another's* [books]  
Obj. form, *Another*. } The plural form is wanting.

### NEGATIVE SUBSTITUTE.

## 169 A negative substitute is one which has the relations

\*In such circumstances, their reciprocal bearing may be mentioned, and the words parsed in other respects as other adname substitutes.

†A Few adname substitutes admit distinctions with respect to Sex, Person, and Number.

B Distinctions with respect to *Sex*, are marked only by those, which, as mere *adnames*, are capable of distinguishing the objects to which they refer, as male or female ; as, We caught the female bird, but could not secure the *male* : or, We caught the male bird, but could not secure the *female*. All other adname substitutes are *common*, though they may be applied to male and to female objects.

c Certain adname substitutes are capable, of themselves, of distinguishing objects with respect to number. Those only, can do this, that can do it when used as mere adnames ; as, James took *that* umbrella, and left *this* ; or, He took *this* umbrella, and left *that*. Most of the other adname substitutes are in the *singular form*, though used in the *plural* or *singular sense* ; as, "I have seen the *wicked* in great power, and spreading *HIMSELF* like a green bay tree." "The *wicked* ARE overthrown and ARE not, but the house of the righteous shall stand." Generally, these substitutes are used in the *plural sense*, except when there is a particular reference to a single object.

‡Adname substitutes, when used in the independent case, have the same form as when used in the subjective case.

of a simple substitute, and at the same time exerts a negative influence on the meaning of the sentence ; as,

All the men examined the manuscript, but *none* could read it.\*<sup>a</sup>

#### INDEFINITE SUBSTITUTES.

170 An indefinite substitute is one which has the RELATIONS of a simple substitute, yet is used in an INDEFINITE sense ; as,

*What* thou hast been, it matters not ; for see !  
Thy chains are loosed, and I behold thee free.†

\*<sup>a</sup> From the foregoing example, it is seen that the name *men*, or a simple substitute, placed before the asserter *could read*, would make the sense affirmative—Thus,

All the men examined the manuscript.

The *men* could read it—an affirmative sentence.

*They* could read it—an affirmative sentence.

*None* could read it—a negative sentence.

*No man* could read it—a negative sentence.

Thus, while either the name *men*, or the simple substitute *they*, as used with the asserter *could read*, makes an affirmative sentence, the substitute *none*, used in the same relation to the same asserter, makes a negative sentence.

*b* The word *none*, formerly *no one*, has the sense of a name from its reference to the name for which it is substituted ; and, at the same time, it has the sense of the negative adname *no* ; as, *No man* could read it—*none* could read it. Yet, as the word *none* is never to be used as a mere *adname*, it is not, as used above, an *adname* substitute—for an *adname* substitute is a word of the *adname* class, which happens to be used as a *substitute* for the very name to which it would, as an *adname*, have belonged.

*c* The word *none* is the only negative substitute, (classed as such,) in the language : though the word *neither*, of the specifying *adname* class, and *negative* in its meaning, is frequently used as an *adname* substitute, and retains, as an *adname* substitute, its negative meaning ; as, Two men ap-

proached the door—both tried to open it ; but { <sup>neither man</sup> *neither* } of them

succeeded—the word *neither*, expressing, of itself, the sense of a mere *adname*, yet having the sense, and place, and relation of a *substitute*.

†The indefinite substitute is used, chiefly, in titles of essays, chapters, &c. as, “ *What* parsing is.” “ *What* are our relations to God.” “ *What* human life is.”



## Contrast of all kinds of Substitutes.

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171 The simple substitute is here used as the standard by which to distinguish the other kinds ; as this, of all the substitutes, is the best representative of the name ; having all the characteristics of the name for distinctions with respect to Sex, Person, Number, and Case.

### *a Simple, and Connective Substitutes.*

1 James bought the orange. The *orange* was eaten by John.

2 James bought the orange. It was eaten by John—*it*, a *simple substitute*.

3 James bought the orange { *and it* } was eaten by John :

4 James bought the orange { *which* } was eaten by John—*and*, a connective, and *it*, a substitute : *which*, a *connective substitute*.

### *b Simple, and Interrogative Substitutes.*

*Man* is happy—an *affirmative* sentence, and *man*, a *name*.

*He* is happy—still an *affirmative* sentence, and *he*, a *simple substitute*.

*Who* is happy—an *interrogative* sentence : made so by *who*, an *interrogative substitute*.

### *c Simple, and Adname Substitutes.*

A simple substitute is one which stands simply as the representative of another word, or of other words ; while the adname substitute acts the parts of an *adname*, in *sense* ; and a *substitute*, in *sense* and *place* ; as,

James bought apples and sold *them*—*them*, a *simple substitute*, showing no *number* or *quality*.

James bought ten apples, and sold { <sup>five apples</sup> *five* } of them : the word

*five*, a full *adname*, in *sense*, showing number like a mere *adname*, and, at the same time, a full substitute for the name *apples*, to prevent the repetition of that name.

### *d Simple, and the Negative Substitute.*

A simple substitute expresses the same affirmative sense that would be expressed by a name, if the name was used in the place where the simple substitute stands ; while the *negative* substitute *denies* what, by the use of the simple substitute, would be affirmed ; as,



All of the men examined the manuscript.

The *men* could read it—an *affirmative* sentence, and *men*, a mere *name*.

*They* could read it—still an *affirmative* sentence, and *they*, a simple substitute.

*None* could read it—now, a *negative* sentence ; made so by *none*, a negative substitute ; the other words of the sentence being now the same as before, when the sentence was affirmative.

### *e Simple, and the Indefinite Substitute.*

The simple substitute is always definite in reference to an object, or kind, or class of objects, or a fact brought to mind ; while the indefinite substitute seems to have an almost utter want of similarity to the simple substitute, being nothing more than a general index to, or representative of, the character of what is mentioned, or what is to follow ; as,

“ *What* is my duty to my neighbor.” “ *What* Heaven requires of man, as a social being,” &c. &c.

### *f What are the Traits of Similarity and of Dissimilarity among Substitutes.\**

Simple Substitutes have the greatest resemblance to names ; having all their traits of distinction with respect to Sex, Person, Number, and Case, and have one *person*, (the first,) more than names have.

*g* Connective Substitutes have the *connective* influence, denied to simple substitutes, and have *Case*, but they lack modifications with respect to *Sex*, *Person*, and *Number*, which pertain to simple substitutes.

*h* Interrogative Substitutes have the *interrogative* influence, denied to simple substitutes, and have *Case*, but they, like connective substitutes, lack the modifications with respect to *Sex*, *Person*, and *Number*, which pertain to simple substitutes.

*i* Adname Substitutes have the *adname* influence, denied to simple substitutes, and have some of the modifications with respect to *Sex*, *Person*, *Number*, and *Case*, yet they lack the *first person*, which pertains to simple substitutes, and are, most of them, in the same form, whether meaning *one* or *many*, males or females. [See notes *f*, p 78, †A, B, C, p 88.]

*j* The Negative Substitute *none*, has the negative influence, denied to simple substitutes : it has no modification with respect to Sex or Number ; is always of the third person, and is never used in the possessive case. It may be used in the singular or plural *sense*.

*k* The indefinite substitute has the *indefinite* character, denied to simple substitutes : like the negative substitute, it has no modifications with respect to *Sex* and *Number*, and is always of the third person. It may be used in the singular or plural *sense*.

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\*The word *what*, as purposely used in this caption or head, is an indefinite substitute. It is not intended as an interrogative substitute.

## A SUBSTITUTE PHRASE

172 Is a combination of words expressing some fact, and sustaining, to the other parts of a sentence, the relation of a name or substitute; as,

“*To maintain a steady and unbroken mind amidst all the shocks of the world,* marks a great and noble spirit.”\*

### Questions on Substitutes.

1. What is a substitute? see 139. Give examples. What is a simple substitute? 141. What words are simple substitutes? 142, 143. Why are those in 143 called *emphatics*? What is the declension of a simple substitute? 144. What is said of the *forms* of substitutes in 145? What is taught by note \*? Give the examples in declension, 146: in 147. What is taught by 148? by note †A? Why is the form *you* called the *plural* form? Why is the form *thou* called the singular form? Note B.

2. Give examples in declension in 149—in 150—in 151. What is said in \*a? in b? in c? in d? in e? in f? in g? in h? in i? What is taught by note \*? by †? by ‡? For what purpose are emphatic simple substitutes declined? 152, I. On what account are they not varied? 152, II. Give the examples in declension, 153—154. What is taught by \*a? by b? by c? Give the examples in declension in 155. What is a connective substitute? 156. What is taught by 157? by \*a? b? c? d? e? f? g? h? Describe what is given in \*a—in b—in c—in d—in e—in f? g? h? i? j? k? l? What is the declension of connective substitutes? 158, I. What do they not admit? 158, II. Decline the connective substitutes, 159.

3. What is an interrogative substitute? 160. Which words are used as interrogative substitutes? 161. Describe what is taught by \*a. What is said in b? What is the declension of interrogative substitutes? 162, I. What distinctions do they not admit? 162, II. Give the examples in declension 163. What is taught by note \*? What is an adname substitute? 164, I. What is said in 164, II? What is taught by \*a? by b? by c? What is said of the combinations *each other*, and *one another*? 165. In which cases may they be used? 166. What is said of *each*, 167? What is said in \*? What is the declension of adname substitutes? 168. Give the examples in 168. What is taught by †A? by B? by c? What is said in †? What is a negative substitute? 169. Explain what is given in \*a? in b? in c? What is an indefinite substitute? 170. For what purpose is it generally used? †.

4. In the contrast of substitutes, in what character is the simple substitute used? and why? 171. In what respect are the simple, and connective substitutes similar? In what unlike? a. In what respects are simple, and interrogative substitutes alike? In what unlike? b. What is the difference between simple and adname substitutes? c. What is the difference between simple substitutes, and the negative? d. What is said of the simple substitutes, and the indefinite? e. What is said of the traits of substitutes, in e? in f? in g? in h? in i? in j? in k? What is a substitute phrase? 172.

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\*The whole phrase, in *Italic*, is in the subjective case before marks.

## EXERCISES IN PARSING.

[The following exercises are intended for illustrating, *particularly*, the second part of speech, the *substitute*, in its own peculiar traits, and its connection with the other parts of speech. The others are used for the construction of the sentences in which *substitutes* occur; and will, themselves, be particularly described in their appropriate places. The rules of Syntax need not be applied till the pupil shall have become acquainted with the principles on which those rules are based.]

## LESSON XIII.

1 John met his father. 2 Maria and Julia reverence their parents.—  
3 George paid, for his geography, five and a half dollars, which was too much. 4 James ran two miles to overtake William; but it was useless.

JOHN is a *name*, particular, masculine, of the third person, in the singular form, in the subjective case, and has the asserter *met*, depending on it to denote the subject of remark.

MET is an *asserter*; transitive, representing the fact of the subject of remark, John, as *extending to* some object, (otherwise there could have been no meeting;) it refers to, and depends on, the name *John*, to denote the subject of remark.

HIS is a *substitute*; it is a word substituted for a name: and sustaining, to the sentence, the same relations that would be sustained by a name; simple, it stands merely as a substitute for the name *John*—[John met *John's* father—John met *his* father]—masculine, it denotes that a male creature is meant; of the third person, denoting, not the one speaking or writing, as such; but some other object spoken of; in the singular form; it denotes but one—in the *possessive* case, representing the person denoted by it, as having or possessing, and depending, for its place, on the name *father*, showing what he has.

FATHER is a *name*, general, masculine, of the third person, in the singular form, in the objective case, denoting the object of the fact expressed by the transitive asserter *met*, on which it depends.

2 Maria and Julia reverence their parents.

MARIA is a *name*, particular, feminine, of the third person, in the singular form, in the subjective case, denoting one of the two ladies who are the subjects of the remark, and has the asserter *reverence*, referring to it conjointly with the name *Julia*, and depending on both.

AND is a *connective*, connecting the two names, *Maria* and

*Julia*, which sustain a common relation to the asserter *reverence*—  
Thus,

$$\begin{array}{l} \text{Maria} \\ \text{and} \\ \text{Julia} \end{array} \left. \vphantom{\begin{array}{l} \text{Maria} \\ \text{and} \\ \text{Julia} \end{array}} \right\} \text{reverence their parents.}$$

JULIA is a *name*, (to be described exactly like the name *Maria*,) connected by *and*, with the name *Maria*, and having, with that name, a common relation to the asserter *reverence*, which depends on both to denote the persons who are the subjects of remark.

REVERENCE is an *asserter*, transitive, representing this fact of the *subjects*, *Maria* and *Julia*, as *extending to* the parents as the *objects*; [no one can *reverence* without *reverencing something*,]—it refers to, and depends on, the names *Maria* and *Julia*, the words in the subjective case, to denote the subjects of remark.

THEIR is a *substitute*; it is substituted for the names *Maria* and *Julia*; simple, it stands merely in the place of the two names which it represents, and has the same relation to the name *parents*, that the names would have, if they were in the place occupied by *their*. Thus,

$$\begin{array}{l} \text{Maria} \\ \text{and} \\ \text{Julia} \end{array} \left. \vphantom{\begin{array}{l} \text{Maria} \\ \text{and} \\ \text{Julia} \end{array}} \right\} \text{reverence} \left\{ \begin{array}{l} \text{Maria's} \\ \text{and} \\ \text{Julia's} \end{array} \right\} \text{parents.}$$

$$\begin{array}{l} \text{Maria} \\ \text{and} \\ \text{Julia} \end{array} \left. \vphantom{\begin{array}{l} \text{Maria} \\ \text{and} \\ \text{Julia} \end{array}} \right\} \text{reverence} \{ \text{their} \} \text{parents.}$$

The substitute *their* is *common*; a term common to both sexes, applied here to represent females, shown to be females, by the names for which the word *their* stands; of the *third* person, denoting, not the ones speaking or writing, as such, but other objects spoken of; in the plural form, denoting a plurality of objects; in the possessive case, representing the persons denoted by it as having something; and preceding, and *depending on*, the name *parents*, denoting what the ladies have, or possess. [The word *their* would be nonsense without the name *parents*; as, they reverence *their*!—*their*!]

PARENTS is a *name*, general, common, of the third person, in the plural form, in the objective case, denoting the objects of the *fact* expressed by the transitive asserter *reverence*, on which it depends. [Try to make the sentence, omitting the asserter *reverence*.]



3 *George paid, for his geography, five and a half dollars, which was too much.*

[Let the pupil parse, in full, the words which occur in the foregoing sentence, but which are not parsed ; and let him read, carefully, the parsing of the words which are here parsed.]

FOR is a *relative*, showing the relation between the fact or event of George's paying the money, mentioned, and the geography, as the *object* for which he paid it.

HIS is a *substitute*, a word substituted for a name ; simple, it stands merely in the place of the name *George's*, which must otherwise have been used ; masculine, it denotes that a male creature is meant ; of the *third* person, denoting not the speaker or writer, as such, but another object spoken of ; in the singular form, denoting but one—in the possessive case, representing the person denoted by it as having or possessing something ; preceding, and *depending on* the name *geography*, denoting the object possessed. [The word *his* would be nonsense without the word *geography* ; as, he paid, &c. &c. for *his* ! for *his* ! !]

GEOGRAPHY is a *name*, *general*, as the name of a *book*, as here used, but *particular*, when meaning the *science*, or description of the surface of the earth ; *neuter*, of the third person, in the singular form, in the objective case ; denoting the *object* to which the event of his paying the money was related—the object of the relation expressed by the relative *for*, on which the name *geography* depends.

FIVE AND A HALF, (parsed together,) is an *adname*, (like *ten* or *twelve*,) is a part of speech added to the name *dollars*, to limit its *meaning*—to show the *number*, and belongs to, and depends on, the name *dollars*.

DOLLARS is a *name*, *general*, *neuter*, of the third person, in the *plural form*, but *singular in sense*, meaning the *sum* or *amount* ; in the objective case, denoting *what* he paid, as the *object* of the action expressed by the transitive asserter *paid*, on which the name *dollars* depends.

WHICH is a *substitute*, substituted for the *phrase*, *five and a half dollars* ; *connective*, it unites different parts of what would otherwise stand as two distinct simple sentences—thus, "He paid five and a half dollars," &c. "Five and a half dollars *was* too much." These two sentences are, it is seen, united by the word *which*, that acts, also, as a substitute for the phrase "*five and a half dollars*." The word *which* is in the subjective case ; being in the same case that the phrase "*five and a half dollars*,"



for which it stands, would be in, if used, [see note *l*, p 85,] and has the asserter *was* depending on it for sense.

*WAS* is an *asserter*, intransitive, expressing the mere existence of the money represented by the substitute *which*; it refers to, and depends on, the substitute *which*, to denote the money as the subject of remark.

*TOO MUCH*, is a phrase, used as an *adname*, and referring to, and depending on, the substitute *which*, that represents the *money* which was too much—*too much* being joined in sense with the substitute, to qualify the sum paid for the book—to characterise its magnitude or amount, as too great. It was *too great*—*too much*.

4 *James ran two miles to overtake William, but it was useless.*

[Let the pupil parse the words which are not parsed, and read what is said concerning those which are parsed.]

*TWO MILES*, as a phrase, is a *modifier*, used to modify the meaning of the sentence, in qualifying the event of James' running, showing *how far* he ran.†

*TO OVERTAKE* is an *asserter*, used to express a fact; transitive, it represents the fact denoted by it as *extended* to the object mentioned, the man William; (as no one could *overtake*, without overtaking something;) it refers to, and depends on the name *James*, to denote the subject; and has, also, a dependence on the asserter *ran*, showing what James, the man, *did*, to overtake William.

*IT* is a *substitute*, substituted for the whole simple sentence before the word *but*, describing the fact or event which was useless; simple, it stands merely as a substitute in the place of the sentence, and represents the sense of the whole expression describing the event; neuter, of the third person, in the singular form, in the subjective case, representing the event denoted by it as the subject of remark, and having the asserter *was*, depending on it.

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\**Much* is really a *principal* *adname*, belonging to the substitute *which*, and the word *too*, an *auxiliar* or *helping* *adname*, qualifying the principal *adname* *much*, and belonging, with that, to the substitute *which*; as, the sum was *large*—the sum was *too large*. The boy was *good*—the boy was *very good*. This principle is fully explained hereafter, in connection with *adnames*.

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†This phrase is composed of a *name* and an *adname*, which, united, act the part of a modifier. Thus,

James ran { <sup>two miles</sup>  
*f a r* } to overtake William—the words *two miles*

being used for the same purpose as the word *far*, to qualify the sense of the sentence which describes the event of the man's running.

USELESS is an *adname*, a word added to, or joined in sense with, the substitute *it*, which represents the fact referred to ; it belongs to, and depends on, the substitute *it*.

#### LESSON XIV.

1 My friend met a man who was talking to himself. 2 Henry bought twenty bushels of the apples, and I took what were left. 3 Our ignorance of what is future, produces uneasiness. 4 Seth : I shall take Mr. Jackson's wheat, and you may take whosoever suits you best. 5 Samuel and I shall use George's boat, and Richard may use whichever person's he chooses.

1. FRIEND is a *name*, general, common, of the third person, in the singular form, in the subjective case, having the asserter *met* depending on it, to denote the subject.

A is an *adname*, added to the name *man*, to limit its meaning, to show how the object denoted by the name is to be regarded ; whether particularly, or otherwise ; it refers to, and depends on, the name *man*.

WHO is a *substitute*, a word substituted for the name *man* ; *connective*, it is used to unite the different parts of what would otherwise be two distinct simple sentences ; as, " My friend met a man." " The *man* was talking," &c. The substitute *who* is in the subjective case, the same case that the name *man*, repeated, would be in, *is* in, above, where the name is repeated. See l, p 85, and has the asserter *was talking*, depending on it.

2 WHAT is a *substitute*, a word substituted for the name *apples* ; *connective*, it is used to connect what would otherwise stand as two distinct sentences ; as, " I took the apples—The apples were left." It is in the two-fold case ; representing the *objective*, from its relation to *took*, on which, like any simple objective word, it depends, showing the objects that I took ; and representing the *subjective* case, from its relation to the receptive asserter *were left*, which refers to, and depends on, the word *what*, as on any simple subjective word, to denote the subject of remark.

3 WHAT is a *substitute*, standing in the place of words that must, otherwise, be used to express the idea of the *train of events* which is future ; in the two-fold case ; representing the *objective*, from its denoting the object of *relation* expressed by the relative *of*, on which, like a simple objective word, it depends ; and representing also, the *subjective*, from its relation to the asserter *is*, which depends on this word *what*, as on any simple subjective word, to denote the subject of the remark.

4 SETH is a *name*, particular, masculine, of the *second* person, denoting the object addressed ; in the singular form, in the inde-

pendent case, representing the person as independent of, and unconnected with, the event described.

WHOSSOEVER is a *substitute*, connective, in the triple coincidence of case or relation, or the *three-fold case*; representing, on one hand, the possessor, and on the other, being in the *objective case*, from its relation to the asserter *may take*, on which, like any objective word, it depends; and being in the *subjective case* from its relation to the asserter *suits*, which depends on the substitute, as on any subjective word, to denote the subject of remark.

5 WHICHEVER is an *adname*, joined to the name *person's* for the purpose of discrimination, or to limit the meaning of the name. It belongs to, and depends on, the name *person's*.

PERSON's is a *name*, general, common, of the third person, in the singular form, in the triple coincidence of case, or the three-fold case. It denotes the possessor, and is therefore in the *possessive case*: and, besides, it is in the two-fold objective case, being used to represent the idea of the *thing possessed*, as well as the *possessor*; and from its representing the thing possessed as the *object* that Richard *may use*, it is in the objective case, in its relation to the transitive asserter *may use*; and from its representing the thing, (the boat,) as the *object* which Richard *chooses*, it is in the objective case, in its relation to the transitive asserter *chooses*.

#### LESSON XV.

Two men shall be in the field: one shall be taken and the other left.—God despiseth the proud, but giveth grace to the humble. Two are better than one; because they have a good reward for their labor. The wicked are overthrown, and are not; but the house of the righteous shall stand.—The wicked are driven away in their wickedness; but the righteous have hope in their death.

#### LESSON XVI.

Who is so blind in thought, that he expects happiness in any thing but duty? Who has an arm like God's? Who can fight against him? Whom can I find that will support me? Whose arm will protect me? Which is the way of life? What can bring relief to the guilty mind? What shall I do to be saved? To whom shall we go? Thou hast the words of eternal life.

#### LESSON XVII.

He that is slow in anger, is better than the mighty. He that ruleth his spirit, is better than he that taketh a city. He that hath no rule over his own spirit, is like a city broken down and without walls. They who give to the poor shall not lack; but they that turn their eyes from suffering, shall have many a curse.

#### LESSON XVIII.

Whoever is partner with a thief, hateth his own soul. Whoever mock-

eth the poor, reproacheth his Maker ; and whoever is glad at their calamities, shall not go unpunished. The Lord loveth whomsoever he correcteth ; as the father correcteth the son in whom he delighteth. The way of the wicked is an abomination to the Lord.—*Bible*.

## ASSERTERS—VERBS.

173 An asserter is a part of speech used to assert, or to express EXISTENCE, or a FACT in relation to a person or thing ; as,

*I am. Jane walks. John ate an apple. The apple was eaten by John.*

### 174 DISTINCTIONS OF ASSERTERS.

- |                                       |   |
|---------------------------------------|---|
| I. Primary Distinctions,              | { Principal,<br>Auxiliar,<br>Substitute.  |
| II. Secondary Distinctions,           | { Intransitive,<br>Transitive,<br>Receptive.  |
| III. Distinctions of Mode,            | { Declarative,<br>Inferential,<br>Interrogative,<br>Commanding,<br>Dependent.*                                    |
| IV. Distinctions of Tense,            | { Prior-past,<br>Indefinite-past,<br>Prior-present,<br>Present,<br>Prior-future,<br>Indef.-future,<br>Indefinite. |
| V. Distinctions with respect to Form, | { Regular,<br>Irregular,<br>Defective,<br>{ Singular,<br>{ Plural,<br>{ Common.                                   |

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\*Called *unlimited mode*, in the earlier editions of this work.



## I. Primary Distinctions.

### PRINCIPAL ASSERTERS—*Principal Verbs*.

175 A principal asserter is one which, of itself, expresses existence, or a fact in relation to a person or thing ; as,

*I am. I write. I study. I speak. I think.\**

### AUXILIAR ASSERTERS—*Auxiliary Verbs*.

176 An auxiliar asserter is one which does not, of itself, express existence, or a fact, but which is joined to a principal, to assist in varying its meaning ; and forms, with the principal, but one asserter ; as,

*I have written. I shall study. I can speak. I will think.†A*

### SUBSTITUTE ASSERTERS.

177 A substitute asserter is a principal or an auxiliar as-

\*Here it is seen that the word *am*, of itself, expresses mere existence, and from its relation to the word *I*, attributes to me, as the subject, the idea of existence, the fact of existing : while the asserters *write*, *study*, *speak*, and *think*, express, of themselves, certain facts, and by their relation to their respective subjective words, attribute these facts to me, as the subject, in the several examples. The words *am*, *write*, *study*, *speak*, and *think*, are therefore *principal* asserters.

†A It is seen that the words *have*, *shall*, *can*, and *will*, do not, as here used, express the facts mentioned ; but are joined to the principals, *written*, *study*, *speak*, and *think*, to help them vary their meaning. These words, *have*, *shall*, *can*, and *will*, are called *auxiliar* or *helping* asserters. [The pupil can not be too particular in marking the two foregoing distinctions.]

B The *principal* asserter is the only one which expresses the fact or event mentioned ; as, *I write. I wrote. I can write. I shall write. I shall have written*. [Here *write*, *wrote*, *write*, *write*, and *written*, are *principal* asserters, expressing the fact mentioned, the fact of *writing*.]

c The *auxiliar* can never distinguish the fact or event mentioned ; as, *I can ! I shall ! !* &c. which are but nonsense ; yet the auxiliars are joined in sense with the principal, to express its various modifications of manner, time, &c. as,

D When I say, *I write*, (using only the principal asserter,) I assert the fact of writing, as *done* : but when I say, *I can write*, (using the auxiliar asserter *can*,) I affirm only my *ability* to do what the *principal* asserter, as before used, represents me as *doing*. So when I say, *I will write*, (using the auxiliar *will*, with the principal *write*,) I affirm only my *purpose*, or *promise* to do what the *principal*, *without the auxiliar*, would represent me as *doing* ; as, *I write*—that is, *I do the business of writing*.



serter, expressing the sense of a full ASSERTER, and, at the same time, acting as a SUBSTITUTE for other words; as,

Though James can not go to Troy, finish my business, and return in six days; yet Henry *can*.<sup>\*a</sup> George is not happy in his present circumstances, but Seth *is*.

## II. Secondary Distinctions.

INTRANSITIVE ASSERTERS—*Neuter, and Active Intransitive Verbs.*

178 I. An intransitive asserter is one which denotes the mere existence of the SUBJECT; as, I *am*, I *was*—or,

II. It denotes an action or fact of the subject, without representing it as affecting an object, or as extending to an object; as,

Jane *walks*. John *sleeps*. Grass *grows*. Flowers *bloom*. Water *flows*.†

<sup>\*a</sup> Here the word *can*, as referring to the name *Henry*, asserts the person's ability to do what is mentioned in the foregoing part of the sentence. *Can* is therefore a full *asserter*; referring, like any other asserter, to its subjective word, *Henry*. The word *can* is seen to be, also, a full substitute, in sense, (not in *relation* to the sentence,) but in its *substitution* for the eleven words before it, to which it refers, to prevent the repeating of those words—Thus,

b Tho' James <sup>not</sup> <sup>the word NOT, denying what would otherwise be affirmed, is a modifier.</sup> can go to Troy, finish my business, and return in six days,  
yet Henry <sup>A</sup> can. - - - - -

The word *can*, is not a mere *auxiliar* of the principal asserter *go*, which would be wrongly put into the sentence; for the *two* words, *can* and *go*, —*can go*—applied to the name *Henry*, would express only *one tenth* part of what the word *can* expresses, without the word *go*—as the mere asserter *can go*, would then express only that the *man* can *go*; that is, *can move along!*

c John is not at school in Boston this summer—but

George *is*. - - - - - [*Is*, a substitute asserter.]

d Seth has a strong aversion to the science of the Language—but

David *has* not - - - - - [*Has*, a sub. ass'r.



[The word *not*, being a modifier, denying what *has* would otherwise affirm.]

e The substitute asserters are among the *beauties* of the language; and are of very frequent occurrence. We could as well do without *substitutes*, as without *substitute asserters*.

† ¶ Let the learner be very careful to turn back to the Lecture, and

TRANSITIVE ASSERTERS—*Active Transitive Verbs.*

179 A transitive assenter is one which represents an action or fact of the subject as AFFECTING an object, or as EXTENDING TO an object; as,

James *ate* an apple. George *caught* a dove. Julia *loves* her brother.—John *owns* a house.\*

RECEPTIVE ASSERTERS—*Passive Verbs.*

180 A receptive assenter is one which represents the action or fact denoted by the assenter, as RECEIVED by the subject, or as EXTENDED TO the subject; as,

The apple *was eaten*. The dove *was caught*. Henry *is loved*. The house *is owned*.\*

III. *Distinctions of Mode.*MODE—*Mood.*

181 Mode is the means of distinction, including both the form of an assenter, and the manner in which it is used, in relation to a name or substitute, to express a fact, without reference to time.

*Limitation.*

182 ¶ To be in any one of the first four following modes, the assenter must agree with the definition of that mode, and, as used with its associate words, must constitute an independent remark without the aid of another assenter. The assenter must be so used, that, if its subjective word was a name or simple substitute, it would with that, express what the name of the mode indicates.

DECLARATIVE MODE—*Indicative Mood.*

183 The declarative mode is that which declares that the fact denoted by the PRINCIPAL assenter, either has occurred, or is occurring, or shall or will occur; as,

I *had written*. I *wrote*. I *have written*. I *write*. I *am writing*. I *shall write*. I *shall have written*.

INFERENTIAL MODE—*Potential Mood.*

184 The inferential mode is the one which expresses, by inference, the idea, only of possibility, liberty, power, will,

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read from XX to XXX, including both numbers. He should not be permitted to advance to 181, till he shall have become familiar with the subject of these three distinctions.—[For \*'s on this page, read this Note.]

necessity, or obligation, in reference to the fact denoted by the PRINCIPAL asserter ; it never represents the fact as done ; as,  
*I might have written. I may write. I must write. I should write, or ought to write.*

INTERROGATIVE MODE—*Indicative and Potential.*

185 The interrogative mode is the one which interrogates concerning the fact denoted by the PRINCIPAL asserter ; as,  
*Have I written? Shall I write? May I write? Must I write? Should I write?*

COMMANDING MODE—*Imperative Mood.*

186 The commanding mode is that which is used to express, to a person or thing, a direct command ; as,  
*James ; write. Julia ; study. My son ; be wise, and make my heart glad.*

DEPENDENT MODE—*Infinitive Mood, and Participles.*

187 The dependent mode is that which expresses a fact, yet depends on another asserter, either to make the expression definite, or to constitute an independent remark ; as,

*I was anxious to write. Having written the letter, I sent it to the Post Office.*

188 An asserter may be used *absolute*, (without a subjective word,) in the *commanding* or the *dependent* mode, in a sentence of general address or remark ; as,

*Remember the Sabbath day to keep it holy. God said—"Let there be light."*

THE TREE OF MODES,

On the following page, is intended to illustrate, farther, the principles of *Mode*. Notwithstanding the definitions of the five different modes given above, the learner will be pleased to find that there are really but *three* PRINCIPAL branches.

I. The DECLARATIVE ; as, *John writes, John is writing :*

II. The INFERENTIAL ; as, *John can write.*

☞ From each of these springs another mode,

The INTERROGATIVE ; as, Declarative mode, *John is writing.*—Interrogative, formed from the Declarative, *Is John writing?* Inferential mode, *John can write.*—Interrogative, formed from the Inferential, *Can John write?*

III. The COMMANDING ; as, *John ; write.*

Besides these three principal branches, and the *Interrogative*, springing from the Declarative and the Inferential, we have

The DEPENDENT MODE, so called from the fact that it is never u-

TO INFORM Henry.

DEC. John IS WRITING

ASSERTER—Primary Form—I WRITE.

Is John writing  
TO INFORM  
Henry.

Can John write  
TO INFORM  
Henry.

COM. John ; WRITE

INF. John CAN WRITE

TO INFORM Henry.

TO INFORM Henry.



sed without *dependence* on one of the other four modes. It may be used in connection with either of them, as may be seen in the following

### *Contrast of the Modes.*

*a* Remember that an asserter, in the dependent mode, never makes full sense—an independent remark, without the aid of another asserter; but that an asserter in any other mode may make full sense, may constitute an independent remark, when taken with its associate words, without another asserter—

That the *inferential* can not express *command*, or *interrogation*, nor can it declare that what the *principal* asserter represents, either *has occurred*, or *is occurring*, or *shall or will occur*.

#### DECLARATIVE MODE.

*b* “John has written a letter.” *Has written* is the full asserter; *written*, being *principal* asserter. This mode of using the asserter declares that the fact denoted by the *principal* asserter, the fact of writing, has occurred. This, therefore, should be called the *declarative* mode. The asserter, as here used, makes full sense, taken with its associate words, without another asserter.—This mode, therefore, can not be the *dependent*.

*c* The asserter, as here used, can not express, to the subject of remark, a direct *command to do* what the *principal* asserter, *written*, expresses. This mode, therefore can not be the *commanding*.

*d* The asserter, as here used with its subjective word, can not express *interrogation*, or ask a question concerning the fact which the *principal* asserter, *written*, represents. This mode, therefore, cannot be the *interrogative*.

*e* The asserter, as here used, declares that the fact denoted by the *principal* asserter has occurred. The *inferential* mode can never declare that the fact denoted by the *principal*, either has occurred, or is occurring, or shall or will occur: and as this asserter, does declare that the event *has* occurred, it can not be in the *inferential* mode, but must be in the *declarative*.

*f* “John is writing.” This makes full sense, &c. [as mentioned above. Therefore, in which mode can not the asserter be?] The asserter, as used, declares that what the *principal* asserter represents, is occurring. The asserter must, therefore, be in the *declarative* mode.

[Proceed with this, (as with the former example,) as in *b*, *c*, *d*, and *e*, above.]

*g* “John will write the letter.” This expression makes full sense, an independent remark. [In which mode can not the as-

serter, *will write*, be ?] It declares that the fact of *writing*, (what the principal asserter represents,) *will* happen—he *will write*. The asserter is therefore in the declarative mode.

[Pursue the same course with this, as with the former examples, to prove that this mode can not but be the declarative—can not be any other mode.]

#### INFERENCEAL MODE.

*h* “John can write the letter.” This expression makes full sense, an independent remark. The asserter, *can write*, therefore, can not be in the dependent mode. The asserter expresses, by inference, only the idea of the power or ability of the subject to perform the act denoted by the principal asserter, the act of *writing*. The asserter is, therefore, in the *inferenceal* mode.

*i* The asserter, as used with its subjective word, can *not* express to the subject, a direct *command*. It can not, therefore, be in the *commanding* mode.

*j* The asserter, as here used, can *not* express *interrogation*, or ask a question. This mode, therefore, can *not* be the *interrogative* mode.

*k* The asserter, as used, can *not* declare that what the *principal* asserter represents, either has occurred, or is occurring, or ever shall or will occur. The mode can *not*, therefore, be the *declarative*. It must, then, be in the inferenceal mode. It cannot be in any other.

#### INTERROGATIVE MODE.

*l* “John has written”—declarative mode. [Mark the arrangement of the words—first, *John*—then, *has*, the auxiliar—then *written*, the principal asserter.]

*m* Has John written—interrogative mode—[Mark the *new* mode of arranging the *same* words—first, the auxiliar asserter *has*—then the name *John*—then the principal asserter, *written*. The former mode of using the asserter, declares that the fact denoted by the principal asserter, the fact of writing, has occurred. The mode is therefore named the *declarative*. This, the latter mode of using the asserter with its subjective word, [“Has John written,”] *interrogates*, or asks a question concerning the fact denoted by the principal asserter, and is called the *interrogative* mode.

*n* “Has John written ?” This expression makes full sense—an independent remark, without another asserter. This, therefore, can *not* be the *dependent* mode.



*o* The asserter, as used, can *not* express, to the man, *John*, as



the subject of the remark, a direct *command* to do what the principal asserter denotes. This mode can *not*, therefore, be the *commanding*.

*p* The asserter, as used with its subjective word, can *not declare* that the fact which the *principal* asserter denotes, either has occurred, is occurring, or ever shall or will occur. This mode can *not* be the *declarative*.

*q* The asserter, as used, with its subjective word, *interrogates*, or asks a question. The inferential mode can *not* interrogate.—Therefore this mode can *not* be the *inferential*.

*r* The use of the asserter agrees exactly with the definition of the interrogative mode, and exactly *disagrees* with the definition of every other mode. This mode must, then, be the *interrogative*.

*s* I. John *has written*—Declarative.  *Has John written*—Interrogative.  
II. John *can write*—Inferential.  *Can John write* —Interrogative.

*t* Here we have, first, (I,) the declarative mode; and next,  the interrogative, formed from the declarative—the *same words* used in a *different mode*. Then we have, second, (II,) the inferential mode; and, next,  the interrogative mode formed from the inferential—the *same words* used in a different mode.

#### COMMANDING MODE.

*u* “John; write the letter.” This makes full sense—an independent remark, without another asserter. The mode can *not*, therefore, be the *dependent*.

*v* The asserter, as used with the subjective word *John*, expresses to the *man*, as the subject, a direct command to do what the principal, the asserter *write* expresses. This mode is therefore called the *commanding*.

*w* The asserter, as used, can *not* declare that the fact, (of writing,) which it denotes, either has occurred, is occurring, or ever shall or will occur. The mode can *not*, therefore, be the *declarative*.

*x* The asserter, as used, with its subjective word, can *not* interrogate. This mode cannot, therefore, be the *interrogative*.

*y* The asserter, as used, with its subjective word, *can* and *does* express *command*. The inferential mode can never express command. This mode can *not*, therefore, be the *inferential*.


*z* The use and sense of the asserter agree, exactly, with the

definition of the *commanding* mode, and exactly *disagree* with the description of every other mode. This mode, "*John, write the letters,*" *must be the commanding*. It *can not* be any other.


## DEPENDENT MODE.

aa "John sat down to write the letter." 'John sat down.'—This expression makes full sense—an independent remark, without another asserter. The asserter *sat*, can *not*, therefore, be in the *dependent* mode. We will omit the asserter *sat*, and its attendant word, *down*, and take the other asserter with the name *John*—thus, 'John to write.' This makes *non-sense*—no sense at all: as, from the expression, '*John to write,*' there can be no idea of what is meant—whether he *sat down* to write, or *went home* to write, whether he *loved* to write, or *hated* to write. As, then, this asserter, *to write*, taken with its subjective word, without another asserter, does not make full sense, the asserter *is*, *must* be in the *dependent* mode; and can *not* be in any other.

bb "John having written the letter, I took it to the post office." I took the letter, (or *it*,) to the post office—this is full sense, and an *independent remark*: 'John having written the letter!'—this is *not* an independent remark—is *not* a full, perfect sentence. 'John wrote the letter'—'John had written the letter.' These are, respectively, separately, perfect sentences, independent remarks. As, then, 'John having written the letter,' is *not* an *independent* remark, the mode of the asserter *having written*, is found to be the *dependent* mode. It can *not* be any other.

cc.  Remember, then, that an asserter in the *DEPENDENT* mode, taken with a word in the simple *SUBJECTIVE* case, never makes complete sense, expressing the meaning intended, without an asserter in some other mode in the same sentence on which to depend; as,

"John sat down to write." This is complete sense. 'John sat down.' This is complete sense. The asserter *sat*, can *not*, then, be in the *dependent* mode; for it makes complete sense taken with the simple *subjective* word *John*, though without an asserter in another mode. 'John to write.' The asserter *to write*, taken with only the simple subjective word *John*, does not make complete sense; but is *non-sense*. The asserter *to write* is hereby seen to be in the *dependent* mode; for it makes complete sense when taken with the simple subjective *John*, and having the asserter *sat*, in another mode, *to depend* on.

dd  Remember that an asserter must be in the *dependent* mode, if depending on a name or simple substitute, which, without this asserter, would make sense in the simple objective case; as,

"I saw *John*"—or, "I saw *him*." Either of these words, *John* and



*him*, makes sense, thus used, in the *simple objective* case. Then, any asserter, which, added to either of these *simple objective* words, will make good sense, must be, when added, in the *dependent* mode. Examples: I saw JOHN *sit down to write*. I saw HIM *write*. I saw HIM *running*.—I saw JOHN *rise*. The asserters in *Italic* are in the *dependent* mode: for they make good sense when joined to the words in SMALL CAPITALS, which, without these asserters, would make sense as *simple objective* words.

*ee*. “See spicy clouds.” Here the name *clouds* makes sense merely as an *objective* word depending on the asserter *see*. Then any asserter which will make good sense when joined to the name *clouds*, in the *simple objective* case, must be in the *dependent* mode. “See spicy clouds from lowly Saron rise.” [See clouds rise, &c. &c.] The asserter *rise*, as here used, makes sense by being joined to the *objective* word *clouds*, and depending, with that word, on the asserter *see*, in the commanding mode *absolute*.

*ff* “George became anxious to learn.” Here the asserter *to learn* depends on *each* and *all* of the three words before it: for, take out either of the three, and the asserter *to learn* would be incomplete in sense, or nonsense—Thus,

George }  
I. became } *to learn*—perfect sense—the asserter *to learn* depending on all three words.

II. Became } *to learn*—the asserter *to learn* being nonsense, from the absence of its chief dependence, the name *George*.

George }  
III. — } *to learn*—the sense incomplete from the absence of the asserter *became*.

George }  
IV. became } *to learn*—the asserter *to learn* nonsense, from the absence of the word *anxious*.

*gg* Besides, the asserter in the *dependent* mode not only depends on a name or substitute, and an asserter in some other mode, but it may also, at the same time, depend, for its sense, on an adname, or a modifier, or both; as,

“The eagle soared so high as *to be* invisible.” Here the asserter *to be*, in the *dependent* mode, *depends*, first, on the name *eagle*—next, on the asserter *soared*, in the *declarative* mode; and next, on the modifier *so high as*. Take out any one of these parts of speech, and the asserter *to be* would either be nonsense, or would have its meaning and influence changed. The asserter

*to be*, has, here, it is seen, a *three-fold* dependence. An asserter in any other mode makes full sense when taken with only its subjective word.

hh ¶ In the examples in the "Tree of Modes," page 104, the asserter at the end of each branch—the asserter *to inform*, is seen to be in the *dependent* mode ; for in each example the asserter would seem nonsense without the foregoing asserter, in another mode, on which to depend ; as, "John is writing *to inform* Henry,"—perfect sense ; *is writing*, being in the *declarative* mode : but, "John *to inform* Henry," would be nonsense. This remark may be applied to the asserter *to inform*, as connected with the *inferential*, the *interrogative* and the *commanding* mode ; and in each example, it would be seen that the asserter *to inform*, though making perfect sense with the asserter before it, in another mode, on which it depends, would be nonsense without the other asserter.

ii ¶ Having gone through the distinctions of the modes, I now suggest a method by which the teacher can enable a pupil of the humblest capacity, to distinguish the modes.

jj The teacher may write on the lower part of a black-board the abbreviations of the names of the different modes ; as, *Dec.* for *Declarative*—*Inf.* for *Inferential*—*Int.* for *Interrogative*—*Com.* for *Commanding*—*Dep.* for *Dependent*. Then let him make a mark either above, or after, each abbreviation—Thus,

*Dec.* |   *Inf.* |   *Int.* |   *Com.* |   *Dep.* |

kk Then let the teacher give a sentence, and ask the pupil to tell in which mode he thinks the asserter is : as, "James *writes* elegantly." In which mode do you think the asserter is ? [ 'The declarative mode.' ] Then let the teacher put a star, (\*) or some other character, near the mark beside the name of the mode in which the pupil thinks the asserter is. Thus,

*Dec.* | \*   *Inf.* |   *Int.* |   *Com.* |   *Dep.* |

ll 1 Then let the teacher question the pupil thus. Does the asserter, in the sentence, (James *writes* elegantly,) make *full sense*—an *independent remark*, without another asserter ? [ 'Yes.' ] Then, in which mode can not the asserter be ? [ 'The dependent.' ] Then let the teacher take off the mark after 'Dep.' as,

*Dec.* | \*   *Inf.* |   *Int.* |   *Com.* |   *Dep.*

[The choice is now from *four* modes.]

2 Can the asserter, as written with the name *James*, express

*command*? ['No.'] Then in which mode can not the asserter be? ['The *commanding*.'] Take off the mark after '*Com.*' as,

*Dec.* | \* *Inf.* | *Int.* | *Com.* *Dep.*

[The choice is now from *three* modes.]

3 Can the asserter, as used, interrogate, or ask a question?—['No.'] In which mode can not the asserter be? ['The *interrogative*.'] Take off the mark after '*Int.*' as,

*Dec.* | \* *Inf.* | *Int.* *Com.* *Dep.*

[The choice is now from *two* modes.]

4 Can the asserter, as used, declare that the fact which the *principal*, *writes*, represents, *has* occurred, or *is* occurring, or *shall* or *will* occur? ['Yes: it declares that the fact *is* occurring—*does* occur.'] In which mode can not the asserter be? ['The *inferential*—as that can never declare that the fact *has* occurred, or *is* occurring, or *shall* or *will* occur.] Take off the mark after '*Inf.*' as,

*Dec.* | \* *Inf.* *Int.* *Com.* *Dep.*

The pupil then finds that he was right at first; for, to use a homely phrase, he has *cornered* the asserter in the *declarative* mode—has found that it *is* in this mode, and can not be in any other.

*nm* Let the teacher pursue the same course for some time, with respect to all the modes. Though the pupil, at first, should misjudge of the mode of an asserter, let him not be corrected by the teacher, but let him go through a process like the foregoing, and he will be very likely to correct his own mistake. If he should not correct the error, the teacher might correct it, and illustrate more extensively, till the pupil should understand the process.\*

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### *Different uses of the same Modes.*

189 The modes are named from their chief business—from what they would express if their subjective words were mere names, or simple substitutes; though each mode may

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\* ¶ Let the pupil be exercised, as by the foregoing contrasts, till he shall have become able to distinguish any mode at sight. Let him first determine from the characteristics and relations of the asserter, in which mode it is, and then contrast that mode with the description of every other mode.

be used in a sentence differing in sense from what its name indicates—the mode, itself, remaining UNCHANGED—Thus,

## DECLARATIVE MODE.

a Man is happy—declarative mode—declarative sentence.

*What* man is happy } declarative mode, but interrogative sentences ; made interrogative by the adnames *what* and *which*, that are called interrogative adnames when thus used—the *mode* of the *asserter* being *not* interrogative, but still declarative, as in the example, ‘Man is happy.’

b Man }  
He } is happy.  
Who }

If we read the name *man*, or the simple substitute *he*, with the *asserter is*, the *sentence* and the *mode* are declarative : yet, if we read the word *who*, with the *asserter is*, the *mode* is *declarative*, being the same *asserter*, in the same *form*, and the same *relation* as before ; but the *sentence* is *interrogative* ; made interrogative by the interrogative quality and character of the substitute *who*—an *interrogative substitute*.

c John will carry me home. I shall be thankful—two declarative, positive sentences.

If John will carry me home, I will give him a dollar. The sentences in the diagram should be read, first, like the first of the above sentences, and next, like the second sentence.

John }  
If John } will carry me home { I shall be thankful—two sentences.  
          } I will give him a dollar—one sentence *conditional*, made so by the word *if* ; and one *contingent*, expressing what is contingent on the fulfillment of the condition which *if* introduces ; yet the *mode* of the *asserter will carry*—its *form* and *relation* to the name *John*, are the same, whether we read the *asserter* with the word in the upper part of the brace, or with those in the lower. The *mode* is *declarative* in both ways of forming and reading the sentence.

d John }  
Oh that John } had gone for Henry.

Read the name *John* with the words at the right of the brace, and the sentence is merely declarative ; but read the sentence with the words *Oh that*, before the name *John*, and the whole sentence expresses, not that John did go, [for Henry,] but my regret that he did *not* go : yet the *asserter* is in the same *mode*—in the same *form* and *relation* to the name *John*, as before. So is it with

I }  
Oh that I } had the wings of a dove.

## INFERENTIAL MODE.

e This mode is used for various purposes, and in sentences of various descriptions, while the *mode* remains unchanged ; as,

I could write. If I could write, I would send a letter to Henry.



In both examples the asserter is in the *Inferential mode*, but in the second, the sense is conditional, made so by the word *if*.

INTERROGATIVE MODE.

*f* “ Oh! *May* } my understanding *read* } ?  
           *may* }

If we read the assertor *may read*, commencing with the word *may*, in the upper part of the brace, and ending with the word *read*, both the *sentence* and the *mode* are *interrogative*: but if we begin with the word *Oh*, and read the whole in the diagram, the *sentence* is *desirative*, (expressing desire,) but the *mode* is *interrogative*, the same as before.

“*Shall I go home?*” Interrogative mode, and the sense interrogative.

“ I shall not remain here, nor *shall* I go home.” *Shall* go in the interrogative mode, while the sense of the last member of the sentence, (including *nor*,) is negative.

### COMMANDING MODE.

*g* John *go* home { if you would oblige me.  
if you would avoid taking cold.  
if it is your wish to go.

Here, if we read only the first three words, *John go home*, (or only *John go*,) the asserter *go* is seen to be in the *commanding* mode, expressing nothing but a command to do the act—if we read these three words with what is in the upper part of the brace, the asserter *go* is used only to express what I *entreat John to do*, for my sake. If we read these three words with what is in the middle of the brace, the asserter is used only to express what I *exhort* John to do for his own sake. If we read the three words with what is in the lower part of the brace, (the third line,) the asserter *go* is used only to express what I *permit* John to do at his choice of action ; yet in all these modifications and variations of the sentences, the asserter *go*, and the name *John* are used in the same relation to each, and the asserter *go* has the same form—is in the same mode—the *commanding* mode.

*h* I may use the asserter *let* in one mode, (the commanding,) yet for different purposes—Thus,

I say, *Let John go home—and my voice indicates entreaty.*

“ Let John go home—and my voice indicates *command*.

“ Let John go to school ever so much, he will never be a scholar—a mere *supposition*.

God said, "*Let* there be light"—expressing only the *will* of the Creator, in reference to the principle called light; yet in all of these examples the asserter *let* has the same form—is used in the same mode—the *commanding mode*—[*absolute*, or used without a subjective word.]

### DEPENDENT MODE.

*i* This is used in dependence on all of the other modes ; as, John went home *to visit* his father. John may go home *to visit* his father. Will John go home *to visit* his father ? John ; go home *to visit* your father.

*j* The various uses to which the same modes are applied, may be illus-

trated thus. James Wilson is, by business or profession, a lecturer on Grammar. In superscribing a letter to him, I make the superscription stand, "James Wilson, Grammar Lecturer," the term of address or title indicating the man's chief business or profession. Some time afterwards I visit this gentleman at his residence, and find him working in his garden. Shall my next letter be superscribed "James Wilson, *Gardener*?" Oh no—for though I saw him, the Grammar Lecturer, working in the garden, yet, as lecturing on Grammar is still his chief business, I must address him by a *title* which will indicate his *chief business*, not his *accidental* employment. I should therefore superscribe the letter as before, for I saw, in the garden, only the *same man*, the Grammar Lecturer. If I would *describe* the man, (as I would *parse* the *asserter*,) I should say "I saw James Wilson, the *Grammar Lecturer*, working in a garden ; as, I say, "I find the *commanding mode*, used *without change*, in a *sentence* expressing desire," &c. &c. This is *parsing*—this is telling the *facts*.

### "Subjunctive Mood."

The old theorists treat *largely*, yet *vaguely*, of what they call the "*subjunctive mood*," or the "*subjunctive form*" of the *asserter* or verb ; as,

"If I *be* destined to suffer," &c. "If I *were* destined to suffer," &c.—  
"Though he *were* John's brother, he could not be more kind to him," &c.

The author of this work deems this mode of expression a departure from the *best* modern usage, and from the *analogy* of the principles of the language. He insists that in a conditional or a suppositive sentence, the *asserter* should have the *same form* as when used in a plain, positive, unqualified expression ; as,

I *am* destined to suffer—*If I am* destined to suffer, &c. I *was* destined to suffer—*If I was* destined, &c. He *was* John's brother—*Though he was* John's brother, he could not be more kind to him.

In *parsing* sentences in which such forms of the *asserter* occur, the author would mention the *asserters* as being in the "old *subjunctive mood*," or *subjunctive form* ; and would then tell *what form*, (the *declarative* or "*indicative*,") they should have, and *parse* the *new forms*, as being according to *analogy*, and the *best modern usage*.

## IV. Distinctions of Tense.

190 Tense is the form in which an *asserter* is used in reference to a name or substitute, to represent a fact or event with respect to time.

191 ¶ In determining the tense of an *asserter*, we must consider the *asserter* only in relation to the name or substitute on which it depends ; and then see what distinction of time is marked by the *asserter*, thus considered.

192 ¶ The tenses of the different modes are to be used in such a manner that their representations will correspond with their names ;

except in such circumstances as are otherwise directed by the special Rules of Syntax concerning the tenses.

PRIOR-PAST—*Plu-perfect.*

193 The prior-past tense is that which represents a PAST event as PRIOR to another past event, or past time ; as,

*I had written* the letter when James called. George *had left* the city when Henry arrived.

INDEFINITE-PAST—*Imperfect.*

194 The indefinite-past tense is that which represents a PAST event as INDEFINITELY past ; as,

*I wrote* a letter. James *called*. George *left* the city. Henry *arrived*.

PRIOR-PRESENT—*Perfect.*

195 The prior-present tense is that which represents an event as having occurred PRIOR to the PRESENT time, yet as in a period continued to, and connected with, the present ; as,

*I have written* the letter. James *has called*. Julia *may have written*.

PRESENT.

196 The present tense represents PRESENT time, or an event as occurring at the PRESENT time ; as,

*I write* letters. *I am writing*. *I am* Henry's brother. He *is* younger than I.

PRIOR-FUTURE—*Second Future.*

197 The prior-future tense represents a FUTURE event as PRIOR to another FUTURE event, or future time ; as,

*I shall have written* the letter when James will call. George *will have left* the city when I shall arrive.

INDEFINITE-FUTURE—*First Future.*

198 The indefinite-future tense is that which represents a future event as INDEFINITELY future ; as,

*I shall write*. *I will write*. James *will call*. *I shall see* William.

INDEFINITE.

199 The indefinite tense is that which represents an event as INDEFINITE with respect to time ; as,

*I would write* to Henry if I *could*. *I might see* Harriet if she *should* return this week. *I told* John to *write*. *I am seeing* John *write*. *I shall see* him *write*.





## Contrast of the Tenses.

*a* The *Prior-past* tense represents a *past* event as *prior* to the time of the other *past* event, which past event limits, (at the latter end,) the *period* in which the *first* or *prior* event occurred. That *period*, commencing however long before, is represented as continued *to, not after*, the time of the other event. It is *prior* to the *past* time or event to which it refers—*Prior-past tense*. [See the first step, ('*I had written,*') in the opposite diagram.]

*b* The *Prior-present* tense represents an *event* as *prior* to or *before* the *present* time, which limits, (at the latter end,) the *period* in which the *event* occurred. That *period*, commencing however long before, is represented as continued *to, not after*, the present time to which it refers. It is *prior* to the *present* time—*Prior-present tense*. [See the third step, ('*I have written,*') in the opposite diagram.]

*c* The *Prior-future* tense represents a *future* event as *prior* to or *before* the time of the other *future* event, which future event limits, (at the latter end,) the *period* in which the *first* or *prior* event is to occur. That *period*, commencing however long *before*, is represented as continued *to, not after*, the time of the other *future* event to which it refers. It is *prior* to the *future* time or event to which it refers—*Prior future tense*. [See the fifth step, ('*I shall have written,*') in the opposite diagram.]

*d* 1. The *Prior-past* tense is never used without reference to another past, succeeding event to which it refers: yet,

2 The *Indefinite-past* tense never, of itself, refers to a preceding or a following event; but represents the event denoted by it as *indefinitely past*. [See the second step, ('*James called,*') in the opposite diagram.] It may refer to another event of the same period of time, or coincident with this, with respect to time; as, John *came* in. I *was writing* when John *came* in.

*e* 1. The *Prior-present* tense, though referring to the present time, does not refer to another *event*. [This is one difference between this tense and the other *prior* tenses; as the other *prior* tenses refer to *events* as subsequent to their own]—yet,

2 The *present* tense represents a present existence or event without any reference to other time or another event before or after it; as, I *write*—I *am writing*. [See the fourth step, ('*I write—am writing,*') in the opposite diagram.]

*f* 1. The *Prior-future* tense is never used without reference to another future event or time: but,

2 The *Indefinite-future* tense never, of itself, refers to a preceding or a following event; but represents the event denoted by it, as *indefinitely future*. [See the *last step*, ('James will call,') in the preceding diagram.] It may refer to another event of the same period, or coincident with this, with respect to time; as, I *shall be writing* when John *will come* in.

g ¶ The *Prior-past* tense sustains the same relation to the *Indefinite-past* tense, that the *Prior-present* tense sustains to *present time*; and that the *Prior-future* tense sustains to the *indefinite-future* tense.

h ¶ From the foregoing explanations, and the diagram, it is seen that these *six tenses* occur in three *couples* or *pairs*; the *first* couple, characterised as *past*: the *second*, as *present*: and the *third*, as *future*. By reference to the diagram, it will be seen that the *prior* tense of each couple points forward like an index to the other event or period with which it is *associated*: but that the *last* tense of each couple does not point either way, or refer to a *prior* or a subsequent event.

#### THE INDEFINITE TENSE.

i This tense, as its name indicates, marks no distinction of time at all; but leaves the fact, event, or whatever the asserter may express, as wholly *indefinite* with respect to time: Thus,

- |                        |  |                         |
|------------------------|--|-------------------------|
| 1. I assisted John     | — <i>Past</i> time, distinguished as such.   | } <i>I would assist</i> |
| 2. I am assisting John | — <i>Present</i> time, distingu'd as such.   |                         |
| 3. I shall assist John | — <i>Future</i> time, distinguish'd as such. |                         |

John if I could. This, *would assist*, does not distinguish *past* time, as such. *Would assist* can not, therefore, be a *past tense*. "*Am assisting*," as used in the second line, (2,) distinguishes the *present* time or moment, from *future* time. It means *now*, not a moment hereafter: but, "*I would assist* John if I could" —*would assist*—this does not distinguish what I would do *now*, but would *not do hereafter*. It is not intended to distinguish this moment *as present*, from the *future* time. *Would assist*, can not, therefore, be in the *present* tense. "*I shall assist* John." *Shall assist*, as used in the third line, (3,) of the diagram, letter *i*, above, distinguishes what it represents as a *future* fact. It distinguishes it *as future*, and *from the present* time: but *would assist*, as used, does *not* distinguish the matter as something *future*; does not mean that I would do the *act of assisting hereafter*, but would *not* do it *now*. The utmost that the asserter expresses, is my *willingness to do the act*, provided I had the *ability*, but it leaves the *time* of the fact altogether out of

the account. It expresses my *willingness to assist* the person without any reference to distinction of time, as wholly *indefinite* with respect to time. *Would assist* is hereby seen to be in the *indefinite* tense. [*Might, could, would, should, and ought to*, used separately as *auxiliars*, without the word *have*, as *another auxiliar*, always make the *indefinite* tense of the *inferential* mode. The "old theorists" call this tense a *past* tense, though it can *never* represent *past time*.]

j

I saw John *run*.I am seeing John *run*.I shall see John *run*.

The asserter *run*, is seen to be in the *same form*, and in the *same relation* to the name *John*, in all *three* of these examples: yet in the first example, the act is shown, by *saw*, to be a *past* act—in the next example, the act is shown, by *am*, of *am seeing*, to be a present act—and in the *last* example, the act is shown, by *shall*, of *shall see*, to be future. In all of these examples, the asserter *run* undergoes *no change* in *form* or *relation*, whatever the time of the event; and this shows that the asserter is capable of expressing only the fact—that it leaves the fact wholly *indefinite* with respect to time. It is therefore said to be in the *indefinite* tense. The same may be said of the second asserter in each of the following examples:

- |  |     |                                       |
|--|-----|---------------------------------------|
| 1. I taught James <i>to write</i> .      | } { | 1. I saw James <i>writing</i> .       |
| 2. I am teaching James <i>to write</i> . |     | 2. I see James <i>writing</i> .       |
| 3. I shall teach James <i>to write</i> . |     | 3. I shall see James <i>writing</i> . |

- III. 1. I saw the letter *written*.  
 2. I am seeing the letter *written*.  
 3. I shall see the letter *written*.

#### INFERENTIAL ("POTENTIAL") MODE, PRESENT TENSE.

*k* Several of the *old theorists* rank this tense as *present*, yet really believe it to be a *future* tense. They *teach* the learner that this tense is, (the present,) *what they think it is not*; and apologise for calling it what it is! This practice, so general, is greatly to be lamented.

"John: you MAY go home."

*l* This, these theorists deem to be a *future* tense, "because," (they say,) "if John ever should go, it must be a *future* act."—They *mis-judge* in the absence of knowledge. The asserter *may go*, as here used, does not affirm that John will ever do the act. The utmost that the asserter expresses, is merely *permission* to do the act; and as that permission, is a *present* permission, it is seen that all which the asserter does express is *something present*,

*present permission.* Inasmuch, then, as all that the asserter expresses, is merely the permission to do the act, and as that is a present permission, the tense is seen to be *present*, and only present.

*m* Though I should add to the expression the word *to-morrow*; as, "John; you *may go* home, to-morrow;" still, I express, by *may go*, only present permission to do what *other words* may show, is to be a *future act*, (if it should ever occur, and that is uncertain,) and as all that *may go* can express is something *present*, present permission, the tense is clearly, purely, and exclusively, a *present* tense.

" *It MAY RAIN.*"

*n* This, the old theorists pretend, is a *future* tense, (though they call it present!) "for," they say, "this denotes what must be *future*, if it ever occurs at all." Concede this—that the fact of raining must be future if it occurs at all—still, all that the asserter expresses, is the *mere possibility* of the raining; and as that possibility is necessarily a present possibility, the tense must be *present*.

*o* Remember, that it is *impossible* to conceive the idea of a *future* possibility; for nothing can *ever happen* unless it *is* (*now*) possible that it should happen.

*p* Remember, that as all which the asserter *may rain*, ('it may rain,') does express, is the *mere possibility* of the raining; and as that *possibility* is a present possibility, the asserter *may rain, is, must be*, in the present tense—just as much as the asserter *am writing*, in the sentence, "I am writing this article:" for, as all that *am writing* expresses, is something present—a present fact, the tense is clearly present. So is it with *may rain*. It expresses only *possibility*, in relation to the raining; and as that is a present possibility, the entire characteristic of the asserter, is that of present time—a present possibility—the present tense.

*Must.*

*q* "John *must die*." Many have deemed this the indicative or declarative mode; "because," they say, "it represents what *will occur*; as, nothing is more certain than that the man *will die*." This "*bears on its face*" the appearance of good argument; but the question is, from what do we know that John *will die*? Is it from the mere expression, John *must die*? or from our previous knowledge of nature's laws, the general doom of man. It is from the latter, and from this, only—for,

*r* If, when I say, "John *must die*," we know from *this expres-*



sion, only, that he *will die*, that the fact will happen, then, when I say, "John *must study*," "John *must improve* his time," we know from these expressions, only, that he *will study*, that he *will improve* his time.

s The utmost that *must*, as an auxiliar, implies, however used, is merely a present necessity of the occurrence of the fact denoted by the *principal* asserter. It can not declare that what the *principal* asserter represents either has occurred, or is occurring, or shall or will occur; as, "I *must take* care of my health." [It does not declare that I *shall* take care.] "John *must go* to New York." [It does not declare that he *will* go, but only implies the *present necessity* for his going. This is the inferential mode, and present tense.]

COMMANDING, ("IMPERATIVE,") MODE, PRESENT TENSE.

t This tense, many of the old theorists name the *present* tense, yet apologize for calling it present, while they say it is really a *future* tense! [Then why not call it so?]

"John; go home."

u This, they say, denotes an action which must be future.—Admit it. Still, I ask, what is the *utmost* that the asserter expresses? A mere *command* to do the act—whether it will or will not occur at all. [The asserter does not declare that the fact (of going) ever will occur.]

v Then, as the utmost that the asserter, thus used, can express, is the mere *command* to do the act; and as the command is a *present command*, the tense is clearly, purely, exclusively, the present tense.

w Having gone through all the distinctions of tense, I here suggest, for the teacher, a method by which he can enable a pupil of but ordinary discrimination, to distinguish the tenses from each other. Let the teacher do, with respect to the tenses, what has already been described in relation to the modes—that is,

x Let the abbreviations of the names of the different tenses, be written on the lower part of a black-board; and, after each abbreviation, let a mark be put; as, *Pr. past*, for *prior-past*—*Ind. past*, for *indefinite-past*, &c. &c.—Thus,

*Pr. past* | *Ind. past* | *Pr. pres.* | *Pres.* | *Pr. fut.* | *Ind. fut.* | *Ind.* |

y Then let the teacher write a sentence above the abbreviations and marks; as, "James *died* in Europe." Then let him ask the pupil in which tense he thinks the asserter is; and put a

star (\*) or some other character beside the name of the tense which the pupil gives in answer ; as, In which tense is *died*, in the sentence given ? “ Indefinite past.” Then put the star beside the mark after that name ; as,

*Pr. past* | *Ind. past* |\* *Pr. pres.* | *Pres.* | *Pr. fut.* | *Ind. fut.* | *Ind.* |

z ¶ Then let the teacher ask—Does this asserter, *died*, taken with only its subjective word, mark *any* distinction of time ? “ Yes : it distinguishes *past* time, as such.” Then the asserter can not be in the *indefinite* tense, for that does not mark any time, or distinguish any period of time. Nor can the tense be either of the future tenses, or the present tense, if the asserter denotes past time.

aa Then let the teacher take off the marks after the *Ind.* the *Pr. fut.* the *Ind. fut.* and the *Pres.*—Thus,

*Pr. past.* | *Ind. past* |\* *Pr. pres.* | *Pres.* *Pr. fut.* *Ind. fut.* *Ind.*

The choice is now from three tenses.

bb “ James *died*.” Does this represent the fact described as past and *prior to*, or before some other past event referred to ?—“ No.” Then the tense can not be *Prior-past*. Take off the mark after that—Thus,

*Pr. past.* *Ind. past* |\* *Pr. pres.* | *Pres.* *Pr. fut.* *Ind. fut.* *Ind.*

The choice is now from two tenses.

cc “ James *died*.” Does this asserter represent the fact as *indefinitely past*, having no reference to the present time ; or does it represent the fact as a *recent* one, the expression referring to the present time, as though the fact had been done lately ? “ It represents the fact as indefinitely past ; having no reference *to*, or *towards*, present time.” Then take off the mark after the *Prior-present*—Thus,

*Pr. past.* *Ind. past* |\* *Pr. pres.* *Pres.* *Pr. fut.* *Ind. fut.* *Ind.*

dd The expression is seen to agree in time, with the definition of the Indefinite-past tense, and to disagree with the description of every other tense. The asserter *died*—“ James died”—must, then, be in the Indefinite-past tense, and can not be in any other.\*

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\*Let the teacher exercise the pupil in this manner in relation to all the tenses, till he, (the pupil,) can distinguish any tense at first sight.

### *Different uses of the same Tenses.*

200 *a* Tenses, (like Modes,) are often used in circumstances at variance with what the names of the tenses indicate, in consequence of a want of greater varieties of the forms of the asserter.

#### *If.*

*b* The word *if*, has the effect to bring the tenses forward one degree or division of time: at least it has this effect on the Prior-past, Indefinite-past, and the Present tense. Thus,

*c* I *was* at home yesterday—*Was*, in the Indefinite-past tense.

*If* I *had been* at home yesterday, I should have seen John—*Had seen*, in the Prior-past tense—used with *if*, in reference to time agreeing with the proper use of the *Indefinite-past*, without the *if*.

*d* I *am* at home—*Am*, in the Present tense.

*If* I *was* at home, I should be glad of your visits—*Was*, the Indefinite-past tense, used with *if*, in reference to time agreeing with the proper use of the *Present*, without the *if*—the *past* tense used with *if*, to represent what is *present*; shown, by *other words*, to be present.

*e* William *goes* to school—*Goes*, in the Present tense.

*If* William *goes* to school next summer, John will accompany him. *Goes*, used with the word *if*, to represent a fact contemplated as future, what, without the *if*, would be expressed by a future tense; as, 'William *will go* to school next summer.'

#### *When, Till, and Before,*


*f* Have a somewhat similar influence on sentences relating to future time: Thus,

I shall be in New-York, *when* John *arrives*—*Arrives*, in the *Present tense*, the form, which, of itself, denotes a present occurrence; but used here with the word *when*, to express a fact contemplated as future, and shown, by *other words*, to be future.

*g* I shall remain here *till* George *returns* from New-York—*Returns*, in the *present tense*, expressing a fact contemplated as future, shown, by *other words*, to be future.

*h* Seth: you should take an umbrella; for it will rain before you *have travelled* five miles—*Have travelled*, in the Prior-present tense, yet expressing what is contemplated as something future, shown, by *other words*, to be future.

#### INDEFINITE PAST.

*i* This tense is frequently used, (and should be,) to represent one past event which happened before another past event,  if a period of time is mentioned as having elapsed between the two events; as,

The general *arrived* at the camp three days before the battle was fought: Yet *arrived* is not in the *Prior-past*; for though it represents an event which "*was past*, and *prior to* another past event, yet *arrived* does not

represent the event, <sup>as</sup> though it was both *past* and *prior* to another past event—'The general arrived'—this does *not* represent the event of *arriving* as *though* referring to, or as connected with any other event.

j To make a tense the Prior-past, it must not only represent an event which is past and *prior* to another; but it must also, of itself, represent the event as *though* it was both *past* and prior to another event also past.

#### INDEFINITE FUTURE.

k This tense is frequently used, (and should be,) to represent one future event which is to occur before another future event, ~~if~~ if a period of time is mentioned that will elapse between the two events: as,

The general *will arrive* at the camp three days before the battle will be fought:

Yet *will arrive* is not in the prior-future tense: for though it represents an event which *will occur* before another future event mentioned; it does not represent it *as though* referring to another future event.

l To make the tense Prior-future, it must not only represent an event which *will happen* before another future event; but it must, also, of itself, represent it as though it *would happen* prior to another future event to which this refers.

### V. Distinctions with respect to Form.

#### THE PRIMARY FORM

201 Of an asserter is that which is used without an auxiliary, in the declarative mode and present tense, depending on the substitute I; as,

I love, I walk, I speak, I write.

#### A REGULAR ASSERTER

202 Has its past tenses made by adding D to the primary form ending in E, and ED to primary not ending in E; as,

Primary form—I love, I walk.

Past tenses—I had lov-ed, I had walk-ed—I lov-ed, I walk-ed—I have lov-ed, I have walk-ed.

#### AN IRREGULAR ASSERTER

203 Does not have its past tenses made by adding D, to the primary form ending in E; or by adding ED to the primary not ending in E; as,

Primary form—I speak, I write.

Past tenses—I had spoken, I had written—I spoke, I wrote—I have spoken, I have written.

#### A DEFECTIVE ASSERTER

204 Is a principal asserter that can not properly be used in all the different modes and tenses; as,



John, *beware* of the allurements of vice. "It is no more than justice, *quoth* the farmer."\*

## THE SINGULAR FORM

205 Of an asserter is that which pertains to a name or substitute of the third person, and in the singular form; as,  
The pupil *thinks*. He *speaks*. He *reads*. He *writes*. He *runs*.

## THE PLURAL FORM

206 Of an asserter is that which pertains to a plural name or substitute; as,  
The pupils *think*. They *speak*. They *read*. They *write*. They *run*.†

## THE COMMON FORM

207 Is that which is properly associated with either a singular or a plural name or substitute, in the simple subjective case. It is the form which pertains to BOTH; as,

Singular name and substitute; the MAN *had been*—HE *had been*: Plural; the MEN *had been*—THEY *had been*.†

## OTHER DISTINCTIONS OF FORM.

208 Besides the above distinctions, the forms of asserters are also called CONTINUATIVE, and COMPLETIVE, according to their terminations and meaning.

## THE COMPLETIVE FORM

209 Of an asserter denotes the COMPLETION of the fact or event at the time referred to; as,

James *wrote* a letter. Henry *visited* his brother. I *saw* the book *printed*.

## THE CONTINUATIVE FORM

210 Of an asserter denotes the CONTINUANCE of a fact or event at the time referred to; as,

I *saw* James *writing* a letter. Henry *was visiting* his brother. The book *was being printed* when I was in the city.

---

\*The learner will readily perceive how awkward would be the expression, I *had bewared*, thou *hadst bewared*, he *had bewared*; or, I *had quothed*, thou *hadst quothed*, he *had quothed*.

† There is a difference only in a few particular places, as will be seen by reference to the following inflection of asserters. In the other places the singular and the plural subjective words have a *common* form of the asserter.

## DIAGRAM OF THE MODES AND TENSES.

DECLARATIVE MODE—*Indicative Mood.*

<i>a</i>	SIX TENSES.	SUBJ. WORDS.	AUXILIARS	PRINCIPALS.	
				Reg.	Irreg.
LOVE WRITE	Prior-past,	I	had	}	<i>loved—written.</i>
	Prior-present,	I	have		
	Prior-future,	I	shall		
		⋮	will		
			have		

From this, it is seen, that in all three of the *prior* tenses, the *principal* asserter has the same form: the change being only in the auxiliars.

<i>b</i>  LOVE WRITE	Indefinite-past,	I	did	}	<i>love—write.</i>
	Indefinite-future,	I	shall		
			⋮		
	Pres. (emphatic)	I	will	}	<i>love—write.</i>
	Pres. (primary form)	I	do		

From this it is seen that in the other three tenses of this mode, the principal asserter, used with an auxiliariar, has but one form, which is the *primary* form of all asserters, except *am* or *be*, which has *be*, in these tenses, when used with an auxiliariar.

INTERROGATIVE MODE—*Formed from the Declarative.*

*c* The tenses, subjective words, auxiliars, and principals, are the same in this, as in the foregoing, from which it is formed; the difference being only in the *arrangement* of words.

<i>d</i>  LOVE WRITE	Prior-past,	Had I	}	<i>loved--written ?</i>
	Prior-present,	Have I		
	Prior-future,	Shall I		
		⋮		
		Will I		

<i>e</i>  LOVE WRITE	Indefinite-past,	Did I	}	<i>love—write ?</i>
	Indefinite-future,	Shall I		
		⋮		
	Present,	Will I		
		Do I		

Present, primary form of the asserter, *Love I? Write I?\**

From this it is seen that the change from the declarative mode to the interrogative, is not necessarily a change of the *form* of the asserter, but may be, and generally is, a change only of the *arrangement* of the words.

\*Grave style; as, "*Lovest thou me ?*" Love I not mine own ?

INFERENTIAL MODE—*Potential Mood.*

## FOUR TENSES.

f I. LOVE—WRITE.

Pr. pres. Prior-past	I	might	}	have <i>loved</i> — <i>written</i>
		could		
		would		
		should		
		ought to		
		may		
		can		
		must		

g II. LOVE—WRITE.

Indef. Pres.	I	might	}	<i>love</i> — <i>write</i> .
		could		
		would		
		should		
		ought to		
		may		
		can		
		must		

The same form of the principal asserter is used in all the prior tenses, whatever the modes; the change being only that of the auxiliars.

In the Indefinite and the present tense, the principal asserter has but one form: the change being only that of the auxiliars.

INTERROGATIVE MODE---*Formed from the Inferential.*

*Tenses the same—Subjective words the same.*

h III. LOVE---WRITE.

Pr. pre. Prior-past.		Might	}	to
		Could		
		Would		
		Should		
		Ought		
		May		
		Can		
		Must		

i IV. LOVE---WRITE.

Present. Indefinite.		Might	}	to
		Could		
		Would		
		Should		
		Ought		
		May		
		Can		
		Must		

1 From this, (III and IV, as compared with I and II,) it is seen that all the change there is, in passing from the Inferential to the Interrogative, formed from the Inferential, is merely the change of the relation, place, or location of the first auxiliar considered with the subjective word.

2 It is seen that all of the words have the same *form* and the same *relation* to each other, and that the change in sense or meaning is the consequence of only the change in the relative location of words.

3 This change consists only in placing the *first* auxiliar *before* the subjective word, to make the Interrogative mode, instead of having the auxiliar stand *after* the subjective word, as in the Inferential.

4 The words *ought* and *to*, of the auxiliar *ought to*, are separated by the subjective word; Inferential mode, I *ought to* go home—Interrogative mode, *ought I to* go home.

COMMANDING MODE—*Imperative Mood.*

<i>j</i>	ONE TENSE.	SUBJ.	AUXILIAR.	PRINCIPALS.
		WORDS.		
LOVE	{ Present,	John ; . . . . . do	{	love, or,
WRITE		John ; . . . . .		write, or,
			{	love.
			{	write.

*k* The commanding mode has but one auxiliar, and one form of the principal, except when the asserter is *receptive*. Then another auxiliar and another form of the principal are given.

## DEPENDENT MODE.

There are two Tenses in each Division.

*l* First Division—*Infinitive Mode.*

			AUXILIARS.	PRINCIPALS.
LOVE	{ Prior-past,	John	to have	<i>loved--written.</i>
WRITE	{ Indefinite,	John		<i>to love--to write.</i>

*m* Second Division—*Participles.*

LOVE	{ Prior-past,	John	Having	loved-written.
WRITE	{ Indefinite,	John		loving-writing-loved.

## SUBJECTIVE TERMINATIONS.

211 In addition to the other distinctions, asserters have what are called *subjective terminations*, from the fact that certain peculiarities of form are to be used in connection with subjective words of certain descriptions.

212 Asserters should not disagree with the following rules for terminations. Asserters in the *commanding* and the *dependent* mode, are not influenced by the characteristics of the names or substitutes to which they refer.

## 213 THE AUXILIAR ASSERTERS ARE

<i>May</i>	<i>might</i>	<i>Will</i>	<i>would</i>	<i>Do</i>	<i>did</i>	<i>Must</i> and
<i>Can</i>	<i>could</i>	<i>Shall</i>	<i>should</i>	<i>Have</i>	<i>had</i>	<i>Ought</i> to.

214 The auxiliars always have the same forms that are here given, except when used with the substitute *thou* ; and except that *do* is exchanged for *does* or *doth*, and *have* for *has* or *hath*, when referring to a subjective word of the third person, singular form.

215 *Thou*, as a *substitute*, requires *st*, to be subjoined to all, (used as first auxiliars,) except *must*, *shall*, *will*, *have*, and *ought* to.

216 *Must* has no change. *Shall* and *will* exchange the last *l* for *t* : and *have*, exchanges its *ve* for *st*. *Ought* has *st* before *to*.



217 *Hath* is used for *has*, and *doth* for *does*, in the grave style.

218 *Am* or *be*, (as the asserter denoting mere existence is called,) has the same forms when used as an auxiliar, as when used as a principal asserter. It should always be used in such forms and relations as are seen in the following inflections.

219 *Thou* requires the subjective termination *st*, to all principal asserters, except *am* or *be*, which has the same forms, (as here given in the inflection,) whether used as a *principal*, or as an auxiliar asserter.

220 ¶ If the learner will observe, carefully, the asserter, as he advances in the inflections, he will find in it an admirable simplicity ; there being but *few* different forms of any principal.

221 The great varieties of form in Mode and Tense, are produced almost wholly by a *few auxiliars* of one syllable each.—This reduces very much the labor of learning the inflections.\*

222 ¶ The following inflections are given as *models* for the formation of asserters in the various modes and tenses ; and should be regarded as rules. They embrace every variety of form in application, that should be used.

## INFLECTION

OF THE IRREGULAR INTRANSITIVE ASSERTER *am* or *be*.

### Declarative Mode—Indicative Mood.

*a* PRIOR-PAST—*Plu-perfect*.

*b* INDEFINITE-PAST—*Imperfect*.

Plural. Sing.	† 1 I	} . <i>st</i>
	2 Thou†	
	3 He§	
	1 We	} had <i>been</i>
	2 You-ye	
	3 They	

Plural. Sing.	1 I	} <i>was t</i> §
	2 Thou	
	3 He	
	1 We	} <i>were</i>
	2 You-ye	
	3 They	

\*The English language is found to be more simple or less multiform in its inflections than any other known language, ancient or modern.

†The pupil should remember that the figures 1, 2, and 3, mean the First, Second, and the Third Person, of the substitutes.

‡In ordinary discourse *you*, with the plural form of the asserter, is to be used in preference to *thou*, and the form which that requires after it. [See 148, p 77.] The “ Friends,” however, with admirable simplicity, use the *grave style*, in common conversation. For their benefit *thou* is given in this work, in all the varieties of inflection. ¶ In the following inflections *st* and *t*, after *thou*, are to be added by the pupil to the auxiliars, as explained by 215 and 216, p 128.

§As the feminine substitute *she*, and the neuter substitute *it*, have, respec-



**Inferential Mode—Potential.***m* PRIOR-PAST—*Plu-perfect.*

Plural. Sing.	1 I	}	<i>st</i>	might, could, would, should, or ought to HAVE <i>been.</i>
	2 Thou			
	3 He			
	1 We			
	2 You-ye			
	3 They			

*n* INDEFINITE—*Imperfect.*

Plural. Sing.	1 I	}	<i>st</i>	might, could, would, should, or ought to <i>be.</i>
	2 Thou			
	3 He			
	1 We			
	2 You-ye			
	3 They			

*o* PRIOR-PRESENT—*Perfect.*

Plural. Sing.	1 I	}	<i>st</i>	may, can, or must HAVE <i>been.</i>
	2 Thou			
	3 He			
	1 We			
	2 You-ye			
	3 They			

*p* PRESENT.

Plural. Sing.	1 I	}	<i>st</i>	may, can, or must <i>be.</i>
	2 Thou			
	3 He			
	1 We			
	2 You-ye			
	3 They			

**Interrogative Mode—Formed from the Inferential.***q* PRIOR-PAST—*Plu-perfect.*

Might, could, would, or should,*.....	<i>st</i>	}	1 I	}	Sing.
			2 thou		
			3 he		
			1 we		
			2 you-ye		
			3 they		

HAVE *been?*

[\*See note \* next page.]

*r* INDEFINITE—*Imperfect.*

		1 I	} Sing.	be ?
	<i>st</i>	2 thou		
		3 he		
Might, could, would, or should,*.....		1 we	} Plur'l	
		2 you-ye		
		3 they		

*s* PRIOR-PRESENT—*Perfect.*

		1 I	} Sing.	HAVE been?
	<i>st</i>	2 thou		
		3 he		
May, can, or must,.....		1 we	} Plur'l	
		2 you-ye		
		3 they		

*t* PRESENT.

		1 I	} Sing.	be ?
	<i>st</i>	2 thou		
		3 he		
May, can, or must.....		1 we	} Plur'l	
		2 you-ye		
		3 they		

**Commanding Mode—Imperative Mood.***[Always in the Present Tense.]*

223 Singular and plural subjective words have the same, the common form, of the asserter in this mode. Thus,

- u* 2. *Be* thou—you, or ye, or  
*Do* thou—you, or ye *be*.†

**Dependent Mode.**

224 This is used in two divisions, called the First and Second.

## THE FIRST DIVISION

225 Is so named from its having, in the Indefinite tense, with

\*In the Interrogative mode, the auxiliar *ought to*, is used as well as the other auxiliars; yet in this mode, the word *to*, accompanying *ought*, is always separated from *ought*, and comes *after* the subjective word; as, *ought I to* have been there?—*ought I to* be there?

†This mode is often used with a subjective word of the *third* person, to express *desire*; as, “Thy kingdom *come*”—“Thy will *be done*.” “This day, *be* bread and peace my lot.” “Freedom forever! *Palsied be* the arm that shall rise against it.” “Long *live* the king,” &c. &c.



the word *to*, the *primary* form of all asserters, except *am* or *be*, (of which it takes *be*,) and its requiring the primary form of the assenter *have*, as its auxiliar; as, *to love*, *to have loved*.

## THE SECOND DIVISION

226 Is so named only to distinguish its forms from those of the first: thus,

DEPENDENT MODE—*First Division.—Infinitive Mood.*

*v* INDEFINITE TENSE—*Present Tense.*

Completive form, To *be*.

Continuative form, \_\_\_\_\_

*w* PRIOR-PAST TENSE—*Perfect Tense.*

Completive form, To have *been*.

Continuative form, \_\_\_\_\_

SECOND DIVISION—*Participles.*

*x* INDEFINITE TENSE.

Simple Completive form, *Been.\* Perfect Participle.*

Simple Continuative form, *Being. Present Participle.*

*y* PRIOR-PAST TENSE.

Completive form, Having *been. Compound Perfect Participle.*

Continuative form, \_\_\_\_\_



## INFLECTION

OF THE REGULAR TRANSITIVE ASSERTER; *love*.

[*Completive form.*]

**Declarative Mode—Indicative Mood.**

*a* PRIOR-PAST—*Pluperfect.*

*b* INDEFINITE-PAST—*Imperfect.*

Plural. Singular	1 I	} . st had LOVED
	2 Thou	
	3 He	
	1 We	
	2 You-ye	
	3 They	

Plural. Singular	1 I	} . . st LOVED
	2 Thou	
	3 He	
	1 We	
	2 You-ye	
	3 They	

\* This word is not used except when preceded by the auxiliar *have*, or some of its variations.

c PRIOR-PRESENT— <i>Perfect.</i>				d PRESENT.			
Plural. Singular.	1	I	ha ve	Plural. Singular.	1	I	
	2	Thou	ha st		2	Thou	. . . st *
	3	He	ha s		3	He	s †
	1	We	ha ve		1	We	LOVE ‡a
	2	You-ye	ha ve		2	You-ye	
	3	They	ha ve		3	They	

\* 1 *Thou*, as a substitute, has the subjective termination, *st*, added to the *primary* form of the asserter used without an auxiliar in the Present tense. [*Am* or *be* is an exception. See letter *d*, p 130.]

2 *Thou*, as a substitute, has the subjective termination, *st*, added to the form of the asserter associated with the substitute *I*, in the Indefinite-past tense, used without an auxiliar ; as, I loved—thou loved*st*, &c.

† A noun or substitute of the *third person* and in the *singular form*, has the subjective termination, *s*, added to the *primary form* of an asserter, when used in the Present tense without an auxiliar ; as, I love—write ; John loves—writes. In the *grave style* the subjective termination is *th* ; as, I love—write ; he loveth, writeth. [The asserter *am* or *be* is an exception. For this, see, *he is*, letter *d*, and *is he*, letter *j*, p 130.]

### “ Subjunctive Mood.”

‡a The “*Subjunctive mood*” of the old theories of Grammar, is found to be but parts of the Declarative, the Inferential, and the Interrogative mode of this system ; and is disposed of under these heads. [See Subjunctive mood, page 114.]—Illustrations :

*b* “*I study*”—Declarative mode, present tense :

If ‘*I study*’ I shall improve : the *same mode* and *tense*, the *same form* and the *same relation* to the subjective word *I* ; yet the asserter *study* expresses, now, what *if* shows to be a *conditional matter* ; and what *other words* show to be something *future*. [See remarks—letters *a*, *b*, *c*, *d*, and *e*, p 123 ; as, also, in Syntax, the Rules concerning the tenses.]

*c* “*John studies*” : Declarative mode, present tense :

If ‘*John studies*’ he will improve : the *same mode* and *tense*, the *same form*, and the *same relation* to the subjective word *John* ; yet the asserter *studies*, expresses, now, what *if* shows to be a *conditional matter*, and what *other words* show to be something *future*. [See references, as noted at the end of paragraph *b*, immediately above.]

*d* “*John should write*” : Inferential mode, Indefinite tense :

If ‘*John should write*,’ he would hear from Henry : the *same mode* and *tense*, the *same form*, and the *same relation* to the subjective word *John* ; yet the asserter *should write*, expresses, now, what *if* shows to be a *conditional matter*, and what *other words* show must be a *future fact*, if the fact should ever occur. [See references at the end of paragraph *b*, above.]

*e* “*Had John been there ?*” Interrogative mode, Prior-past tense.

‘*Had John been there*,’ he might have assisted William : the *same mode* and *tense*, the *same form* and *arrangement*, and the *same relation* to the subjective word *John* ; yet the asserter *had been*, expresses what the subsequent words show to be something *conditional*—the *mode* and *tense* of the asserter, as has already been hinted, remaining unchanged.

*e* PRIOR-FUTURE—*Second Future.* *f* INDEF. FUTURE—*First Future.*

Plural. Singular	1 I	} shall I	} have	} LOVE.
	2 Thou			
	3 He			
Plural. Singular	1 We	} will I	} LOVE.	
	2 You-ye			
	3 They			

### Interrogative Mode—Formed from the Declarative.

*g* PRIOR-PAST—*Pluperfect.*

*h* INDEFINITE-PAST—*Imperfect.*

Plural. Singular	st	1 I	} LOVED?	
		2 thou		
		3 he		
Plural. Singular	Had	1 we	} LOVE?*	
		2 you-ye		
		3 they		

*i* PRIOR-PRESENT—*Perfect.*

*j* PRESENT.

Plural. Singular	ve	1 I	} LOVED?	
	st	2 thou		
	s	3 he		
Plural. Singular	Ha	1 we	} LOVE?	
	ve	2 you-ye		
	ve	3 they		

*k* PRIOR-FUTURE—*Second Future.* *l* INDEF. FUTURE—*First Future.*

Plural. Singular	t	1 I	} have loved?	
	Shall	2 thou		
	io	3 he		
Plural. Singular	Wil	1 we	} LOVE?	
		2 you-ye		
		3 they		

### Inferential Mode—Potential Mood.

*m* PRIOR-PAST—*Pluperfect.*

Plural. Singular	1 I	} . st	
	2 Thou		
	3 He		
Plural. Singular	1 We	} might, could, would, should, or ought to have loved.	
	2 You-ye		
	3 They		

\*Grave style—Loved I? Lovedst thou? Loved he his friends? &c.

*n* INDEFINITE---*Imperfect.*

<i>Plural. Singular</i>	1	I	}	. . st
	2	Thou		
	3	He		
	1	We	}	might, could, would, should, or ought to <i>love</i> .
	2	You-ye		
	3	They		

*o* PRIOR-PRESENT---*Perfect.*

<i>Plural. Singular</i>	1	I	}	. . st
	2	Thou		
	3	He		
	1	We	}	may, can, or must have <i>loved</i> .
	2	You-ye		
	3	They		

*p* PRESENT.

<i>Plural. Singular</i>	1	I	}	. . st
	2	Thou		
	3	He		
	1	We	}	may, can, or must <i>love</i> .
	2	You-ye		
	3	They		

**Interrogative Mode**—*Formed from the Inferential.*PRIOR-PAST---*Pluperfect.*

Might, could, would, or should .....	st	1	I	}	Singl.	have LOVED?
		2	thou			
		3	he			
		1	we	}	Plural.	
		2	you-ye			
		3	they			

INDEFINITE---*Imperfect.*

Might, could, would, or should .....	st	1	I	{	<i>Singlr.</i>	LOVE ?
		2	thou			
		3	he			
		1	we	{	<i>Plural.</i>	
		2	you-ye			
		3	they			



s PRIOR-PRESENT—*Perfect.*

May, can, or must.....	st	1 I	Sing <sup>r</sup> .	have LOVED ?
		2 thou		
		3 he		
		1 we	Plural.	
		2 you-ye		
		3 they		

## t PRESENT.

May, can, or must.....	st	1 I	Sing <sup>r</sup> .	LOVE ?
		2 thou		
		3 he		
		1 we	Plural.	
		2 you-ye		
		3 they		

**Commanding Mode—Imperative Mood.***u (Always in the Present Tense.)*

LOVE	{	thou,	
		you, or ye.*	
Do	{	thou,	} LOVE.†A
		you, or ye,	

**Dependent Mode.**FIRST DIVISION—*Infinitive Mood.**v INDEFINITE—Present.*

To LOVE.

*w PRIOR-PAST—Perfect.*

To have LOVED.

\* See 223, and note †, p 132.

†A In the Commanding mode, the asserter, with the subjective word *you* or *ye*, is used in the same manner as in the Present tense of the Declarative mode, and of the Interrogative formed from it. Circumstances or the sense of the other words, alone, must determine whether a *command*, a *declaration*, or an *interrogation* is meant; as, 'You write,' 'Do you write.' No one can decide from these words whether a command, a declaration, or an interrogation is intended. Other known circumstances must determine which is meant.

B In parsing an asserter thus used, we have only to describe it as we find it—saying of the asserter, that it is used in a coincidence of the *commanding*, and the *declarative*, or the *interrogative* mode: the sense of the whole expression showing that a command, a declaration, or an interrogation is intended, whichever may be the fact.

SECOND DIVISION—*Participles.**x* INDEFINITE TENSE.Continuative form, LOVING: [Transitive]—*Present Participle.*Completive form, LOVED: [Receptive\*<sub>A</sub>]—*Perfect Participle.**y* PRIOR-PAST—*Compound Perfect Participle.*

Having LOVED.

## RECEPTIVE ASSERTERS.

227 Receptive asserters are formed from transitive.

228 A transitive asserter becomes receptive in the simple completive form of the Indefinite tense of the Dependent mode, second division, (as above.)

229 Receptive asserters are inflected by being united with the intransitive asserter AM or BE, as an auxiliar, through all its varieties of form; as in the following

## INFLECTION

OF THE REGULAR RECEPTIVE ASSERTER, *loved*.230 This is *exactly* like the inflection of the asserter *am* or *be*, except that the *receptive* asserter, *loved*, is added to the asserter *am* or *be*.Declarative Mode—*Indicative Mood.*

<i>a</i> PRIOR-PAST— <i>Pluperfect.</i>			<i>b</i> INDEFINITE-PAST— <i>Imperfect.</i>			
<i>Singular</i>	1 I	} st	<i>Singular</i>	1 I	} was <i>t</i>	
	2 Thou			2 Thou		
	3 He			3 He		
	1 We	} had been <i>loved.</i>		1 We	} were } <i>loved.</i>	
	2 You-ye	2 You-ye				
	3 They	3 They				
<i>Plural.</i>			<i>Plural.</i>			

\*<sub>A</sub> In this mode, tense, and form, the *transitive* asserter loses its *transitive* meaning, and assumes the *receptive* sense. Thus, "John loved his friends"—*Loved*, used in the *transitive* sense; showing what the subject, the man *John*, did, in relation to his friends.

"John, *loved* by all his friends, enjoyed his social state." *Loved*, used in the *receptive* sense; showing, not what John, the subject, *did*; but that something which his friends did, *was extended to him*, as the subject; showing that the *loving* was reflected back by John's friends upon him, as the subject.

<sub>B</sub> The *form* here referred to, is that which is subjoined to the asserter *am*

*c* PRIOR-PRESENT—*Perfect.*

<i>Plural. Singular</i>	1	I	have	} been loved.
	2	Thou	hast	
	3	He	has	
	1	We	} have	
	2	You-ye		
	3	They		

*d* PRESENT.

Plural. Singular	1	I	am	} loved.
	2	Thou	art	
	3	He	is	
	1	We	} are	
	2	You-ye		
	3	They		

*e* PRIOR-FUTURE—*Second Future.*

Plural. Singular	1	I	} have been loved.
	2	Thou	... <i>t</i>
	3	He	shall
	1	We	... <i>o</i>
	2	You-ye	wil l
	3	They	

*f* INDEF. FUTURE—*First Future.*

Plural. Singular	1	I	} be loved.
	2	Thou	... <i>t</i>
	3	He	shall
	1	We	... <i>o</i>
	2	You-ye	wil l
	3	They	

**Interrogative Mode**—*Formed from the Declarative.**g* PRIOR-PAST—*Pluperfect.*

Plural. Singular	1	I	} been loved?
	2	st thou	
	3	he	
	1	Had we	
	2	you-ye	
	3	they	

*h* INDEF. PAST—*Imperfect.*

Plural. Singular	1	I	} loved?
	2	Was t thou	
	3	he	
	1	we	
	2	Were you-ye	
	3	they	

*i* PRIOR-PRESENT—*Perfect.*

Plural. Singular	1	ve I	} been loved?
	2	st thou	
	3	Ha s he	
	1	ve we	
	2	ve you-ye	
	3	ve they	

*j* PRESENT.

Plural. Singular	1	Am I	} loved?
	2	Art thou	
	3	Is he	
	1	Are { we	
	2	{ you-ye	
	3	{ they	

*k* PRIOR-FUTURE—*Second Future.*

Plural. Singular	1	I	} have been loved?
	2	t thou	
	3	Shall he	
	1	... <i>o</i> we	
	2	Wil l you-ye	
	3	they	

*l* INDEF. FUTURE—*First Future.*

Plural. Singular	1	I	} be loved?
	2	t thou	
	3	Shall he	
	1	... <i>o</i> we	
	2	Wil l you-ye	
	3	they	

or *be*, in all its variations, for the purpose of giving the various inflections of the receptive asserter. [See 230, p 138.]

*c* All receptive asserters are inflected in one and the same manner.

## Inferential Mode—Potential Mood.

*m* PRIOR-PAST---*Pluperfect.*

Plural. Singular	1	I	}	st	}	might, could, would, should, or ought to have been <i>loved</i> .		
	2	Thou						
	3	He						
	1	We	}	st				
	2	You-ye						
	3	They						

*n* INDEFINITE---*Imperfect.*

Plural. Singular	1	I	}	st	}	might, could, would, should, or ought to be <i>loved</i> .		
	2	Thou						
	3	He						
	1	We	}	st				
	2	You-ye						
	3	They						

*o* PRIOR-PRESENT---*Perfect.*

Plural. Singular	1	I	}	st	}	may, can, or must have been <i>loved</i> .		
	2	Thou						
	3	He						
	1	We	}	st				
	2	You-ye						
	3	They						

*p* PRESENT.

Plural. Singular	1	I	}	st	}	may, can, or must be <i>loved</i> .		
	2	Thou						
	3	He						
	1	We	}	st				
	2	You-ye						
	3	They						

## Interrogative Mode—Formed from the Inferential.

*q* PRIOR-PAST---*Pluperfect.*

Might, could, would, should.....	Plural. Singular	1	I	}	st	}	have been <i>loved</i> ?		
		2	Thou						
		3	He						
		1	We	}	st				
		2	You-ye						
		3	They						

Might, could, would, should.....

*r* INDEFINITE—*Imperfect.*

Might, could, would, or should.....	st	Singular	1	I	} be loved ?
			2	thou	
			3	he	
	Plural.		1	we	
			2	you-ye	
			3	they	

*s* PRIOR-PRESENT—*Perfect.*

May, can, or must.....	st	Singular	1	I	} have been loved ?
			2	thou	
			3	he	
	Plural.		1	we	
			2	you-ye	
			3	they	

*t* PRESENT.

May, can, or must.....	st	Singular	1	I	} be loved ?
			2	thou	
			3	he	
	Plural.		1	we	
			2	you-ye	
			3	they	

**Commanding Mode—Imperative Mood.***[Always in the Present Tense.]*

*u* 2 Per. { Be thou—you, or ye *loved*, or  
Do thou—you, or ye be *loved*.

**Dependent Mode.**FIRST DIVISION—*Infinitive Mood.**v* INDEFINITE---*Present.*

Completive form, To be LOVED.  
Continuative form, \_\_\_\_\_

*w* PRIOR-PAST---*Perfect.*

Completive form, To have been LOVED.  
Continuative form, \_\_\_\_\_



## SECOND DIVISION---Participles.

## x INDEFINITE TENSE---Perfect Participle.

Simple Completive form,	Loved.
Continuative form,	Being loved.*a

## y PRIOR-PAST TENSE---Compound Perfect Participle.

Completive form,	Having been loved.
Continuative form,	_____

\*a This form of a receptive asserter is named the *continuative*, from the fact that when united with the asserter *am* or *be*, in the Indefinite-past, or the Present tense, it represents the continuance of the reception, (by the subject,) of what the principal asserter denotes; as, *Being built, being printed, &c.* The house *is being built*. The book *was being printed*.

b *Being built*, without some variation of the asserter *am* or *be*, united with *it*, would not denote *continued* reception: yet, while *is built*, or *being built*, does not denote the continuance of the reception, *is being built*, does.

c A recent *compiler* of an "English Grammar," essaying to be a little *original*, tells us that the sentence, the house "*is being built*," is precisely equivalent to, the house "*is built*," meaning only that "the house *is existing, built*:" yet, ask a child eight years old, and *he* will tell you the difference. Thus: "John's house *was built*, but Henry's *was being built*, when I was in Utica." Any person, *even* the *compiler* himself, could not but perceive, from the expression, that *one* house *was built, finished*: and the *other* unfinished, yet tending towards completion, at the time referred to.

d The infatuation of this compiler, in laboring *to disprove*, by a process in *Logic!* a *fact*, clearly perceived, acknowledged, admitted, and established, is equalled only by the attempt of a learned professor to disprove, *logically!* to the Grand Duke, the patron of Galileo, that the *stars*, which both Galileo and the Duke, himself, had seen a hundred times, *did not, could not, exist!*

*The house is building.*

e *To build*, means to construct something. *Is building*, as here used, refers to, and depends on, the name *house*, denoting the *subject* of remark. This attaches the idea of constructing the edifice, to the house, as the constructor or builder. Yet all know that the house is not building, can not build anything; but that the workmen are building the house; and if the workmen are building the house, the house, itself, is not *building*, but *being built*; that is, the component parts of the edifice, (whose combination is anticipated by the use of the name *house*,) are now undergoing the process of arrangement and union. The house *is being built*.

f *Built*, asserts the reception, by the house, of the act of building, performed by the workmen. *Being*, (the continuative form of *am* or *be*,) prefixed to *built*, makes the combination of words denote the *continued reception* of the act of building. *Is*, denotes present time: and, prefixed to *being built*, and referring to, and depending on, the name *house*, makes the whole sentence denote the *present & continuance* of the *reception* by the house of the act of building performed by the workmen; which fact represents the asserter, as it is said to be, in the *continuative* form of the *receptive* asserter in the *present* tense.

g To say, "The house is built," would denote that the house has been

## INFLECTION

OF THE IRREGULAR TRANSITIVE ASSERTER, *write*.**Declarative Mode—Indicative Mood.***a* PRIOR-PAST—*Pluperfect*.*b* INDEFINITE-PAST—*Imperfect*.

Plural. Singular	1 I	} . . st had <i>written</i> .
	2 Thou	
	3 He	
	1 We	
	2 You-ye	
	3 They	

<i>Plural. Singular</i>	1 I	} . . . st wrote.
	2 Thou	
	3 He	
	1 We	
	2 You-ye	
	3 They	

*c* PRIOR-PRESENT—*Perfect*.*d* PRESENT.

<i>Plural. Singular</i>	1 I	ha ve	} <i>written.</i>
	2 Thou	ha st	
	3 He	ha s	
	1 We	} ha ve	
	2 You-ye		
	3 They		

<i>Plural. Singular</i>	1 I	}	... st write.
	2 Thou		
	3 He		
	1 We	}	
	2 You-ye		
	3 They		

finished, and is, now, complete. While to say, "The house is being built," would be to represent the house, as in a state, now incomplete, but tending towards completion.

*h* To show the utter absurdity of the principles and practice which the old theorists, (excepting Wright,) approve and advocate, let a few other examples be given; as, 'the apples *were eating*!' [being eaten.] 'The men *were killing*!' [being killed] 'at their guns.' 'The steam ship *was constructing*' [being constructed.] 'The wood *was stealing*!' [being stolen.] 'The water *was drinking*!' [being drank.] 'The grain *was devouring*!' [being &c.]

*i* These authors tell us that "every active verb, [transitive asserter,] has a corresponding passive verb," [receptive asserter,] yet they tell us that "the transitive form is used in the passive, [receptive,] sense." Let us see:

The boys were eating the oranges:

The oranges *were eating*! [What?]

*j* We should not use, in the continuative form, asserters, which, in the primary form, indicate the continuance or progression of the facts denoted by them—[except that they may be used in the Indefinite tense of the Dependent mode, Second Division; as, *loving, being loved*.] Thus, we should not say, 'I *was loving* my parents. I *am esteeming* my friends;' or, 'My parents *were being loved*; My friends *are being esteemed*;' but should use the ordinary form; as, I *loved* my parents—I *esteem* my friends—My parents *were loved*—My friends *are esteemed*.

*k* The asserters *own* and *possess*, as, also, *regard, respect*, and some others expressing emotion, are examples of asserters which it would be improper to use in the continuative form, except in the Dependent mode, as mentioned above.

*l* *Receptive* asserters, expressing emotions, are never to be inflected in the continuative form; as, *was being loved, hated, &c.*

*e* PRIOR-FUTURE---*Second Future. f* INDEF. FUTURE---*First Future.*

Plural. Singular	1	I	} shall	t	} have	written	Plural. Singular	1	I	} shall	t	} write.
	2	Thou						2	Thou			
	3	He						3	He			
	1	We						1	We			
	2	You-ye						2	You-ye			
	3	They						3	They			

**Interrogative Mode**—*Formed from the Declarative.*

*g* PRIOR-PAST—*Pluperfect.*

*h* INDEF. PAST—*Imperfect.*

Plural. Singular	1	I	} written?	Plural. Singular	1	I	} write?*
	2	st thou			2	st thou	
	3	Had he			3	Did he	
	1	we			1	we	
	2	you-ye			2	you-ye	
	3	they			3	they	

*i* PRIOR-PRESENT—*Perfect.*

*j* PRESENT.

Plural. Singular	1	ve I	} written?	Plural. Singular	1	I	} write?
	2	st thou			2	st thou	
	3	Ha s he			3	Do es he	
	1	ve we			1	we	
	2	ve you-ye			2	Do you-ye	
	3	ve they			3	they	

*k* PRIOR-FUTURE—*Second Future. l* INDEF. FUTURE—*First Future.*

Plural. Singular	1	I	} have	Plural. Singular	1	I	} write?
	2	t thou			2	t thou	
	3	Shall he			3	Shall he	
	1	we			1	we	
	2	Wil l you-ye			2	Wil l you-ye	
	3	they			3	they	

**Inferential Mode**—*Potential Mood.*

*m* PRIOR-PAST—*Pluperfect.*

Plural. Singular	1	I	} might, could, would, should, or ought to have written.
	2	Thou	
	3	He	
	1	We	
	2	You-ye	
	3	They	

*n* INDEFINITE—*Imperfect*.

Plural. Sing.	1 I	}	<i>st</i>
	2 Thou		
	3 He		
	1 We	}	might, could, would, should, or ought to <i>write</i> .
	2 You-ye		
	3 They		

*o* PRIOR-PRESENT—*Perfect*.

Plural. Sing.	1 I	}	<i>st</i>
	2 Thou		
	3 He		
	1 We	}	may, can, or must HAVE <i>written</i> .
	2 You-ye		
	3 They		

*p* PRESENT.

Plural. Sing.	1 I	}	<i>st</i>
	2 Thou		
	3 He		
	1 We	}	may, can, or must <i>write</i> .
	2 You-ye		
	3 They		

**Interrogative Mode**—*Formed from the Inferential*.*q* PRIOR-PAST—*Pluperfect*.

Might, could, would, or should, . . . . .	<i>st</i>	Plural. Sing.	1 I	}	have
			2 thou		
			3 he		
			1 we	}	<i>written</i> ?
			2 you-ye		
			3 they		

*r* INDEFINITE—*Imperfect*.

Might, could, would, or should, . . . . .	<i>st</i>	Plural. Sing.	1 I	}	
			2 thou		
			3 he		
			1 we	}	<i>write</i> ?
			2 you-ye		
			3 they		

*s* PRIOR-PRESENT—*Perfect.*

May, can, or must, .....	<i>st</i>	<i>Sing.</i>	1	I	}	have
			2	thou		
			3	he		
		<i>Plural.</i>	1	we	}	written?
			2	you-ye		
			3	they		

*t* PRESENT.

May, can, or must .....	<i>st</i>	<i>Sing.</i>	1	I	}	write?
			2	thou		
			3	he		
		<i>Plural.</i>	1	we	}	write?
			2	you-ye		
			3	they		

**Commanding Mode—Imperative Mood.**

[*Always in the Present Tense.*]

<i>u</i> 2 Per.	{	Write thou—you, or ye, or
		Do thou—you, or ye write.

**Dependent Mode.**

FIRST DIVISION—*Infinitive Mood.*

*v* INDEFINITE—*Present.*

Completive form,	To write.
Continuative form,	To be writing.

*w* PRIOR-PAST—*Perfect.*

Completive form,	To have written.
Continuative form,	To have been writing.

SECOND DIVISION—*Participles.*

*x* INDEFINITE TENSE.

Simple Completive form,	Written.	Perfect Participle.
Simple Continuative form,	Writing.	Present Participle.

*y* PRIOR-PAST TENSE.

Completive form,	Having written.	Compound Perf. Participle.
Continuative form,	Having been writing.	



*Continuative Form of Receptive Asserters.*

231 Receptive Asserters of the continuative form are made and inflected by the union of the continuative form of the indefinite tense of the dependent mode, with the asserter *am* or *be*.

232 The continuative form of receptive asserters may be used only in the indefinite tense of the dependent mode, second division, (see preceding page,) the indefinite-past and the present of the declarative mode, and the interrogative formed from the declarative.\*

**INFLECTION**

OF THE CONTINUATIVE FORM OF THE RECEPTIVE ASSERTER, *built*.

**Declarative Mode—Indicative Mood.**

*a* INDEFINITE-PAST—*Imperfect*.

*Singular.*

*Plural.*

The house *was being built*.

The houses *were being built*.

*b* PRESENT TENSE.

*Singular.*

*Plural.*

The house *is being built*.

The houses *are being built*.

**Interrogative Mode—formed from the Declarative.**

*c* INDEFINITE-PAST—*Imperfect*.

*Singular.*

*Plural.*

*Was* the house *being built*?

*Were* the houses *being built*?

*d* PRESENT.

*Singular.*

*Plural.*

*Is* the house *being built*?

*Are* the houses *being built*?†

**INFLECTION**

OF THE CONTINUATIVE FORM OF INTRANSITIVE OR TRANSITIVE ASSERTERS.

233 The continuative form of a transitive asserter or any intransitive one, except *am* or *be*, is inflected by annexing to *am* or *be*, in its variations, the simple continuative form, as exhibited in the third column of the tables which follow the inflections: thus,

\*See note letter *l*, p 143.

†See note \**a*, p 142.

**Declarative Mode—Indicative Mood.***a* PRIOR-PAST—*Pluperfect.**Singular.*I had been *writing*,                      Thou hadst been *writing*.*b* INDEFINITE-PAST—*Imperfect.**Singular.*I was *writing*,                      Thou wast *writing*.

234 This may be inflected through all the modes and tenses.—  
[See note *l*, p 143.]

235 Receptive asserters may, according to their meaning, be formed by union with a relative, and inflected through the different modes and tenses ; as,

I had been spoken *to*. I was spoken *to*. I have been spoken *to*.

## I N F L E C T I O N

OF THE CONTINUATIVE FORM OF RECEPTIVE ASSERTERS.

**Declarative Mode—Indicative Mood.***a* PRIOR-PAST—*Pluperfect.*The letter HAD BEEN *written*. I HAD BEEN *written to*.*b* INDEFINITE PAST—*Imperfect.*The letter WAS *written*. I WAS *written to*.*c* PRIOR-PRESENT—*Perfect.*The letter HAS BEEN *written*. I HAVE BEEN *written to*, &c. &c.\**a*

236 This may be carried out in relation to all the modes and tenses, according to the intention of the speaker or writer.

237 Other receptive asserters, according to their meaning, may be *formed* and inflected in the same manner ; as,

I spoke to James. James *was spoken to*. I spoke of James. James

\**a* The asserters, *had been written*, *was written*, and *has been written*, represent the fact denoted by the asserters, as *received* by the letter as the *subject*, according to the first part of the definition of the receptive assenter. [See the definition, number 180, p 102, and the numbers from XXVI to XXIX, pp 33 and 34.]

*b* The asserters, *had been written to*, *was written to*, and *have been written to*, represent the fact denoted by the asserters, as being *extended to me*, as the *subject* of remark, according to the second part of the definition of the receptive assenter. [See the same references as above.]

*was spoken of.* I heard of James. *James was heard of.* I paid for the books. The books *were paid for.*†A

†<sub>A</sub> *Receptive* asserters often have the *self-same* form as the *transitive* asserters, and may have the same *dependence*. In such coincidence of form and dependence, the sense of the *sentence* must determine the meaning of the asserters; and then the asserters must be named according to what they mean. Thus,

B John { *injured* William ; but he made full reparation.  
          { *injured* by William, freely forgave him the wrong.

c Read the name John with the line in the upper part of the brace, and the sense of the piece shows the asserter, *injured*, to be *transitive*, from its representing the *fact* of the *subject*, the man *John*, as affecting an *object*, the man *William*.

▷ Read the name John with the line in the lower part of the brace, and the sense of the piece shows the asserter, *injured*, (in the same form and dependence,) to have a different meaning, and that meaning makes the asserter receptive. It represents the man *John*, the *subject*, as *receiving*, (not *doing*,) the fact denoted by the asserter. It may stand more plain thus :

E John *injured* { William ; but he made full reparation.  
by William, freely forgave him the wrong.

**F** Here the *same* asserter, *injured*, used with the *same* name, *John*, is found to be transitive in its meaning, when read with the line in the upper part of the brace ; and receptive in its meaning, when read with the line in the lower part of the brace.

G An asserter may be used, *Intransitively*, *Transitively*, and *Receptively*, in the same form and dependence, according to the meaning of the asserter. Thus,

1 John *sunk* to the bottom of the river—*Intransitive* in meaning.

2 John *sunk* the boat by putting stones into it—*Transitive* in meaning.

3 John, *sunk* to the bottom of the river, by the weight of his burden, disengaged himself from his load, rose to the surface, was seized and taken ashore—*Receptive* in meaning: Or thus,

H John *sunk* { 1 to the bottom of the river,.....*Intransitive.*  
                  { 2 the boat to the bottom of the river,.....*Transitive.*  
                  { 3 by his burden, to the bottom, disentangled }  
                       himself, rose, and was saved,..... } *Receptive.*

1.1 Here, 'John sunk,' read with the first line, is seen to be *Intransitive*; showing only what John, the subject did ; without representing the action of the *subject* as affecting an *object*, or as *extending to* the object.

2 "*John sunk*," read with the second line in the brace, is seen to be *Transitive*; showing what the man *John*, the *subject*, did to the *object*, the *bout*. He sunk the *boat*—*caused* the boat to sink.

3 "*John, sunk,*" read with the third line in the brace, is seen to be *Re-*  
*ceptive*; representing the man John, the *subject*, as *receiving* the fact of

✎ 238 Intransitive asserters may be inflected by the union of the simple completive form with *am* or *be* : as,

The edifice *is decayed*. “How *are* the mighty fallen!”\*

✎ 239 All principal asserters, intransitive or transitive, have the *simple completive form* in all the prior tenses, whatever the mode.

✎ 240 All except *am* or *be*, have the *primary form*, (whatever the auxiliar,) in all other tenses†—except the indefinite of the dependent mode, second division.

✎ 241 In the present tense of the declarative mode, and the interrogative formed from it, the substitute *thou* requires the subjective termination *st* to be added to the primary form of its asserter, ending in *e*, and *est* to the primary not ending in *e* ; as,

sinking, done by the burden ; as it was the burden which sunk John—John was sunk—(caused to go down, by the weight of the burden.)

J Asserters, which are used in all *three* of these characters, are those which were *originally Intransitive*, but have been made, by late usage, to assume a *transitive* meaning. [See note \* p 32.]

K The asserter *sunk*, is here selected and used only that the three *different* characteristics of asserters may be brought out and found exhibited in *one word*.

L For critical remarks on the distinctions of asserters, as Intransitive, Transitive, and Receptive, read the numbers from XX to XXX, of the Lecture, both numbers inclusive.

\**a* Denoting a state into which they *have come* and *now* remain. It should be used only when the clearness of the expression requires it : otherwise the auxiliar *have* and its variations should be used to inflect the asserter.

#### EXAMPLES :

“The wall *has fallen*.” This would not indicate, with certainty, that the wall is (now) down : for it might have been *rebuilt* ; but when I say the wall *is fallen*, the expression clearly indicates that the wall *has fallen*, and is now prostrate.

“The wall *had fallen* when I arrived.” This would not indicate but that the wall might have fallen and been re-built, at the time mentioned : yet, let the expression stand, “The wall *was fallen* when I arrived,” and it would indicate, clearly, that the wall, (so named,) was prostrate at the time mentioned—was, then, in the state into which it *had* come by a previous action.

b It is better to employ adnames than to sacrifice elegance ; as, “the wall had been *prostrate* several days when I arrived” ; rather than, “The wall *had been fallen* several days,” &c. which would be a very awkward expression.

†*Am* or *be*, has *be*, in these tenses.



Thou love-*st*; Thou walk-*est*;\* Thou writ-*est*: except when inconsistent with ease or elegance, in which case the primary form should be used, preceded by *dost*.

✎242 In the indefinite-past tense, *thou* requires *st* to be added to the termination *d*, of *regular* asserters, and to the form given in the second column of *irregular* asserters; as,

Thou lov-ed*st*; Thou walk-ed*st*; Thou wrot-*est*: except when inconsistent with ease or elegance, in which case the primary form should be used preceded by *didst*.

243 To inflect irregular asserters, the pupil has only to observe their different forms in the following table, to follow the foregoing directions, and to inflect them, in other respects, like the regular asserters.†

244 The asserters in the following table, marked with the capital letter R, are inflected regularly as well as irregularly.

245 Those marked with the small letter *r*, formerly had the *regular*, but now have only the *irregular* inflection.

246 Of those marked with the letter *n*, the simple Completive form is *n*-ot used without an auxiliar.

247 To inflect an intransitive or a transitive assenter in the continuative form, join the *simple continuative*, as given in the following examples and tables, to the variations of *am* or *be*. *Am* or *be*, as a principal assenter, is not inflected in the continuative form in the different modes and tenses.

#### 248 EXAMPLES OF REGULAR ASSERTERS.

Primary form.	Indefinite-past Tense.	Simple Contin- uative form.	Simple Comple- tive form.
Love	lov-ed	lov-ing	lov-ed
Hate	hat-ed	hat-ing	hat-ed
Walk	walk-ed	walk-ing	walk-ed
Respect	respect-ed	respect-ing	respect-ed
Esteem	esteem-ed	esteem-ing	esteem-ed
Divide	divid-ed	divid-ing	divid-ed
Assert	assert-ed	assert-ing	assert-ed

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\*This is not applicable to *am* or *be*. See the forms of this as given on page 130.

†The pupil should be exercised in the following table, till he can, without difficulty, inflect each assenter in it. Let the teacher name the assenter in the primary form, and let the learner give its inflections.



## 249 TABLE OF THE IRREGULAR ASSERTERS OF THE LANGUAGE.

Primary form.	Indefinite-past Tense.	Simple Continuous form.	Simple Compleitive form.
Abide	abode	abiding	abode <i>n</i>
Am	was	being	been* <i>n</i>
Arise	arose	arising	arisen, arose
Awake	awoke	awaking	awakened awoke
Bear, <small>to bring forth offspring.</small>	bore, bear	bearing	borne,† born
Bear, <i>to carry</i>	bore	bearing	borne
Beat	beat	beating	beaten, beat
Beget	begot‡	begetting	begotten
Begin	began	beginning	begun
Bend	bent	bending	bent
Bereave R	bereft	bereaving	bereft
Beseech	besought	beseeking	besought
Bid	bid, bade	bidding	bidden, bid
Bind	bound	binding	bound
Bite	bit	biting	bitten, bit
Bleed	bled	bleeding	bled
Blow	blew	blowing	blown
Break	broke	breaking	broken, broke
Breed	bred	breeding	bred
Bring	brought	bringing	brought
Build	built	building	built
Burst	burst	bursting	burst
Buy	bought	buying	bought
Become	became	becoming	become <i>n</i>
Behold	beheld	beholding	beheld
Cast	cast	casting	cast
Catch	caught	catching	caught
Choose	chose	choosing	chosen, chose
Cleave, <small>to adhere.</small>	clave R	cleaving	cleaved
Cleave, <i>to split</i>	cleft, or clove	cleaving	cleft, cloven
Cling	clung	clinging	clung <i>n</i>

\*The principal asserter *been*, may be used with an auxililar, to express the action of travelling to a place, and departing from it; as, John *has been* to New York since Henry returned. It is used in the sense of *gone* and *left*. Thus, 'James has *gone* to New York,' indicates only the act of his *going to the city*—but, 'James has *been* to New York,' indicates that he has *gone to New York* and *left* the city. [Let the student remember this.]

†*Borne* is used in the *transitive* asserter, and *born* in the *receptive*.

‡Old style, *begat*.

<i>Primary form.</i>	<i>Indefinite-past Tense.</i>	<i>Simple Contin- uative form.</i>	<i>Simple Comple- tive form.</i>
Clothe R	clothed	clothing	clad
Come	came	coming	come
Cost	cost	costing	cost <i>n</i>
Crow R	crew	crowing	crowed <i>n</i>
Creep	crept	creeping	crept <i>n</i>
Cut	cut	cutting	cut
Dare, <i>to venture</i>	durst, or dared	daring	dared <i>n</i>
Dare, <small>to challenge, Regular.</small>			
Deal	dealt	dealing	dealt
Dig <i>r</i>	dug	digging	dug
Do	did	doing	done
Draw	drew	drawing	drawn
Drive	drove	driving	driven, drove
Drink	drank	drinking	drank
Dwell	dwelt	dwelling	dwelt <i>n</i>
Dream R	dreamt	dreaming	dreamt
Drop R	dropt	dropping	dropt
Eat	ate	eating	eaten
Fall	fell	falling	fallen
Feed	fed	feeding	fed
Feel	felt	feeling	felt
Fight	fought	fighting	fought
Find	found	finding	found
Flee	fled	fleeing	fled <i>n</i>
Fling	flung	flinging	flung
Fly	flew	flying	flown <i>n</i>
Forget	forgot	forgetting	forgotten, forgot
Forsake	forsook	forsaking	forsaken, forsook
Freeze	froze	freezing	frozen, froze
Forbear	forbore	forbearing	forborne
Gild R	gilt	gilding	gilt
Get	got	getting	got
Gird R	girt	girding	girt
Give	gave	giving	given
Go	went	going	gone
Grave R	graved	graving	graven
Grind	ground	grinding	ground
Grow	grew	growing	grown
Have	had	having	had
Hang <i>r</i>	hung	hanging	hung
Hear	heard	hearing	heard

<i>Primary form.</i>	<i>Indefinite-past Tense.</i>	<i>Simple Contin- uative form.</i>	<i>Simple Comple- tive form.</i>
Hew	hewed	hewing	hewn
Hide	hid	hiding	hidden, or hid
Hit	hit	hitting	hit
Hold	held	holding	held
Hurt	hurt	hurting	hurt
Keep	kept	keeping	kept
Knit <i>r</i>	knit	knitting	knit
Know	knew	knowing	known
Kneel	knelt	kneeling	knelt
Lay*	laid	laying	laid
Lead	led	leading	led
Leave	left	leaving	left
Lend	lent	lending	lent
Let	let	letting	let
Lie, <i>to lie down</i> †	lay	lying	lain
Load <i>R</i>	loaded	loading	laden
Lose	lost	losing	lost
Light	lighted, or lit	lighting	lighted, or lit
Make	made	making	made
Meet	met	meeting	met
Mow <i>R</i>	mowed	mowing	mown
Mean	meant	meaning	meant
Pay	paid	paying	paid
Put	put	putting	put
Quit <i>r</i>	quit	quitting	quit
Read	read	reading	read
Rend	rent	rending	rent
Rid	rid	ridding	rid
Ride	rode	riding	rode
Ring	rang, or rung	ringing	rung
Rise	rose	rising	risen, rose
Rive <i>R</i>	rived	riving	riven
Run	ran	running	run
Saw <i>R</i>	sawed	sawing	sawn
Say	said	saying	said
See	saw	seeing	seen
Seek	sought	seeking	sought
Sell	sold	selling	sold
Send	sent	sending	sent

\*Transitive.

†Intransitive.

<i>Primary form.</i>	<i>Indefinite-past Tense.</i>	<i>Simple Contin- uative form.</i>	<i>Simple Comple- tive form.</i>
Set*	set	setting	set
Shake	shook	shaking	shaken, shook
Shape	shaped	shaping	shaped, shapen
Shave R	shaved	shaving	shaven
Shear R	sheared	shearing	shorn
Shed	shed	shedding	shed
Shine	shone	shining	shone
Show	showed	showing	shown
Shoe	shod	shoeing	shod
Shoot	shot	shooting	shot
Shrink	shrunk, shrank	shrinking	shrunk
Shred	shred	shredding	shred
Shut	shut	shutting	shut
Sing	sung, sang	singing	sung
Sink	sunk, sank	sinking	sunk
Sit*	sat	sitting	sat <i>n</i>
Slay	slew	slaying	slain
Sleep	slept	sleeping	slept <i>n</i>
Slide	slid	sliding	slid, slidden
Sling	slung	slinging	slung
Slink	slunk	slinking	slunk
Slit	slit	slitting	slit
Smite	smote	smiting	smitten, smote
Sow R	sowed	sowing	sown
Speak	spoke, spake	speaking	spoken, spoke
Speed	sped	speeding	sped <i>n</i>
Spend	spent	spending	spent
Spill R	spilt	spilling	spilt
Spin	spun	spinning	spun
Spit	spit	spitting	spit
Split	spilt	splitting	split
Spread	spread	spreading	spread
Spring	sprung, sprang	springing	sprung
Stand	stood	standing	stood <i>n</i>
Steal	stole	stealing	stolen, stole
Stick	stuck	sticking	stuck
Sting	stung	stinging	stung
Stink	stunk	stinking	stunk <i>n</i>
Stride	strode	striding	strode

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\*Set, transitive ; sit, intransitive.

<i>Primary form.</i>	<i>Indefinite-past Tense.</i>	<i>Simple Contin- uative form.</i>	<i>Simple Comple- tive form.</i>
Strike	struck	striking	struck
String	strung	stringing	strung
Strive	strove	striving	strove
Strow	strowed	strowing	strown
Sweat	sweat	sweating	sweat
Swear	swore	swearing	sworn
Swell R	swelled	swelling	swollen
Swim	swam, swum	swimming	swum <i>n</i>
Swing	swung	swinging	swung
Take*	took	taking	taken, took
Teach	taught	teaching	taught
Tear	tore	tearing	torn
Tell	told	telling	told
Think	thought	thinking	thought <i>n</i>
Thrive R	throve	thriving	throve <i>n</i>
Throw	threw	throwing	thrown
Thrust	thrust	thrusting	thrust
Tread	trod†	treading	trodden, trod
Wear	wore	wearing	worn
Weave	wove	weaving	woven, wove
Wet	wet† <i>a</i>	wetting	wet
Weep	wept	weeping	wept
Win	won	winning	won
Wind	wound	winding	wound
Work R	wrought	working	wrought
Wring	wrung	wringing	wrung
Write	wrote	writing	written wrote §A

\*Simple asserters which undergo the same changes *with prefixes*, as *without* them, are not given with the prefixes in this table ; as,

	<i>Take,</i>	<i>took,</i>	<i>taking,</i>	<i>taken.</i>
Par	} take	—took	—taking	—taken.
Re				
Over				
Under				

[The parts included in the brace are called *prefixes*, because *prefixed* to the main word.]

† *Trode* is sometimes used in the grave style.

‡ *a* The following asserters are used, respectively, in a coincidence of the present tense, and the indefinite past of the Declarative mode, and the In-

[For §A see next page.]



250 I. Let the pupil remember that in parsing a *substitute* asserter, he has only to describe it as such, to name its mode and tense, and to tell what is its relation to the sentence, and what its dependence on its subjective word.

II. The distinctions of transitive, intransitive, and receptive, and the distinctions of *form*, are not to be applied to substitute asserters.

#### LIST OF DEFECTIVE ASSERTERS.

Trow, Quoth, Wot, Beware, Wist.

#### USE OF DEFECTIVE ASSERTERS.

251 I. *Beware* may be used, without change in the principal asserter, in the indefinite-future tense of the Declarative mode, in the indefinite tense and the present, of the Inferential mode,\* in the Commanding mode, and the indefinite tense of the Dependent mode, first division.

II. It should never be used in the continuative form.

252 I. *Quoth* may be used, without change, in the indefinite-past tense of the Declarative mode, referring to a word of the third person.

II. It should always precede its subjective word.

253 The other defective asserters should never be used, except in the *comic* style.

terrogative formed from it---other words determining the distinctions of time---

Beat, bid, burst, cast, cost, cut, hit, knit, let, put, rid, run, set, shed, shred, shut, sit, slit, spit, split, spread, sweat, thrust, wet.

b To parse these asserters in such circumstances, we have only to describe them as we find them, as used in a coincidence of the two tenses.

§A Some irregular asserters have, it is seen, one syllable more in the 4th column, than in the 2d. The form of these asserters, given in the 2d column, may be used with an auxiliary whenever the use of the form in the 2d column would aid the euphony or strength of the expression; as, "He had *broke* into the midst of the phalanx, and dispersed it;" instead of, "he had *broken* into the midst," &c.

B This form is preferable to the other when it is to be followed, immediately, by several *unemphatic* words, or by several *unaccented* syllables of the *next* word.

\*This includes also the Interrogative mode, formed from these two.


## Questions on Asserters.



What is an asserter ? see 173. Give examples. What are the primary distinctions of asserters ? 174, I. What is a principal asserter ? 175. Examples. What is an auxiliar asserter ? 176. Examples. What is the difference between a principal and an auxiliar asserter ? Notes B and C, p 100. What is a substitute asserter ? 177. Examples. What is meant by *can*, as used with the name *Henry* ? For how many words is it substituted ? letter *b*. Give and explain the examples in letters *c*, *d*, and *e*.

## II. SECONDARY DISTINCTIONS.

What are the secondary distinctions of asserters ? 174, II. What is the intransitive asserter ? 178, I ; 178, II. See, also, XX, XXI, XXII, XXIII, of the Lecture. What are the *two* characteristics, either of which makes an asserter intransitive ? XXII of the Lecture. What is a transitive asserter ? 179. What are the *two* characteristics, either of which makes an asserter transitive ? see, also, XXIII, XXIV, of the Lecture. What is a receptive asserter ? 180. What are the *two* characteristics, either of which makes an asserter receptive ? XXVI of the Lecture.

## III. DISTINCTIONS OF MODE.

What is mode ? 181. What are the limitations with respect to mode ? 182. What is the declarative mode ? 183. What is the inferential mode ? 184. What does this mode never do ? see the last part of the definition, 184. What is the interrogative mode ? 185. What is the commanding mode ? 186. What is the dependent mode ? 187. How may an asserter be used in the commanding or the dependent mode ? 188. How many principal branches are there in mode ? see 'Tree of Modes,' p 103. Which is the first branch ? I. Find this branch in the Tree, p 104. Which is the second branch ? II, p 103. Find this branch in the Tree, p 104. What other mode springs from each of these two ?  p 103. Find this mode in the *two* places in the Tree, p 104. What is the third principal branch ? III, p 103. Find this in the Tree. Why is the dependent mode so named ? See the last line of p 103. Find this mode in *five* places in the Tree.

What does an asserter in the dependent mode never do ? Contrast of the modes, *a* , p 105. What can not the inferential mode of using an asserter do ?  p 105. What can not the declarative mode do ? letter *c*, p 105. What else can not this mode do ? *d*. What can not the interrogative mode do ? *o*. What else can not this mode do ? *p*. What can not the commanding mode do ? *w*. What else can not this mode do ? *x*. By what two traits can the dependent mode be distinguished ? *cc* and *dd*. Give examples of each. On which three parts of speech may an asserter in the dependent mode depend ? What is taught by *ff* ? by *gg* ? What are the directions to the teacher for enabling the pupil to distinguish the different modes. Read from *ii* to *ll* 4, inclusive. Are modes ever used in sentences differing in character from what the names of the respective modes indicate ? 189. In which mode is the asserter *is*, letters *a*, *b* ? *will carry*, in the diagram letter *c* ? *had gone*, in diagram *d* ? *could write*, in letter *e* ? *May read*, and the second *shall go*, letter *f* ? the asserter *go*, letter *g* ? the asserter *let*, in the four examples in letter *h* ? On which modes may the dependent depend ? *i*. How are the various uses of the same modes illustrated ? *j*. What is taught under the head, "Subjunctive Mood," p 114 ?

## IV. DISTINCTIONS OF TENSE.

What is tense ? 190. In determining the sense of an asserter, how only are we to consider it ? 191. How are the tenses to be used ? 192. What is the prior-past tense ? 193; the indefinite-past ? 194; the prior-present ? 195; the present ? 196; the prior-future ? 197; the indefinite-future ? 198; the indefinite tense ? 199. In what tense is *had written*, on the first step of the diagram, p 116 ? *called*, on the second step ? *have written*, on the third step ? *write*, and *am writing*, on the fourth step ? *shall have written*, on the fifth step ? *will call*, on the last step ?

What is taught by letter *a*, in the contrast of modes ? by *b* ? by *c* ? by *d*, 1 and 2 ? by *e*, 1 and 2 ? by *f*, 1 and 2 ? by *g* ? *h* ? Why is not *would assist* in a past tense ? Why not in the present ? Why not in a future tense ? See the different parts of letter *i*. What is taught by letter *j*, p 119, concerning *run*, *to write*, *writing*, and *written* ? In which tense are they ?—In which tense is *may go* ? letters *l*, and *m*. In which tense is *may rain* ? letter *n*. See letters *o*, *p*. In which tense is *must die* ? letters *q*, *r*, *s*—the asserter *go* ? [*John; go home,*] letters *t*, *u*, *v*. What directions are given to the teacher ? letters *w*, *x*, *y*, *z*, *aa*, *bb*, *cc*, *dd*. How are tenses often used ? 200. What is the effect of the word *if*, on the prior-past tense ? *b*, *c*. What on the indefinite past ? *d*. On the present ? *e*. What is said of *when* ? letter *f*—of *till* ? *g*—of *before* ? *h*. How is the indefinite-past tense sometimes used ? *i*, *j*—the indefinite future ? *k*, *l*.

## V. DISTINCTIONS OF FORM.

What is the primary form ? 201. What does a regular asserter do ? 202—an irregular asserter ? 203—a defective asserter ? 204. What is the singular form of an asserter ? 205—the plural form ? 206—the common form ? 207. Is there generally a difference ? note † p 125. What other names have the forms of asserters ? 208. What does the completive form do ? 209—the continuative form ? 210. How many forms has a principal asserter, in all the *prior* tenses ? [*one*] letters *a* and *d*, of the diagram of modes and tenses. How many forms has a principal asserter in the other tenses of this mode ? [*one*] *b* and *c*. What is the difference between the declarative mode and the interrogative formed from it ? *c*. What is the difference between the inferential mode and the interrogative formed from it ? *h*, 1, 2, 3. What is said of *ought to*, *h*, 4. How many auxiliars and how many forms of the principal has the receptive asserter in the commanding mode ? How many has any other asserter ? letters *j* and *k*. Give the examples in each division of the dependent mode. What are subjective terminations ? 211. What is said in 212 ? What are the auxiliar asserters ? 213. What is said in 214 ? 215 ? 216 ? 217 ? 218 ? 219 ? 220 ? 221 ? 222 ?

VI. INFLECTION OF *Am* OR *Be*.

What form has the asserter in the prior-past tense ? letter *a*, p 129. What forms in the indefinite past ? *b*. What is taught by note † ? by ‡ ? by § ? What change has the auxiliar in the prior-past tense ? *a*. The prior-present ? *c*. How many forms has the principal in the present tense ? *d*. How many in the prior-future tense ? *e*. How many in the indefinite-future ? *f*. What change has the auxiliars in these two tenses ? What is the difference between the declarative mode, and the interrogative formed from it ? letter *c*, p 126. Between the inferential and the interrogative formed from it ? letter *h*, 1, 2, 3, 4, p 127. In which tense is always an asserter in the commanding mode ? Have the singular and plural subjective words different

forms of the asserter in this mode ? 223. Does an asserter in this mode ever depend on a subjective word of the *third* person ? note † p 132. Give examples. How many forms of the principal asserter do you find in this mode ? *u*. Why is the first division of the dependent mode so named ? 225. Why is the second named as it is ? 226. How many forms has the principal asserter in the first division ? *v, w*. How many in the second ? *x, y*. How many forms are found in the entire inflection of *am* or *be* ? [*Been, was, wast, were, am, art, is, are, be, and being.*]

## VII. INFLECTION OF REGULAR ASSERTERS, (LOVE, &c.)

What form has a regular principal asserter in the *prior* tenses ? See all the *prior* tenses of the regular asserter, *love*. [One form.] What other form has the principal asserter *love* in the dependent mode, second division, indefinite tense ? How many forms has the regular principal asserter *love* ? [Three ; *love, loved, loving*, besides the subjective terminations which *thou* requires.] In what coincidence of mode are asserters used with the subjective words *you* and *ye* ? note †A. How are asserters thus used, to be parsed ? letter B, p 137. In which mode and tense does a transitive asserter lose its transitive sense, and assume a receptive meaning ? *x*, p 138. How many forms has the principal receptive asserter ? B, p 138. [No principal receptive asserter has more than *one* form.] What is taught in †a, concerning the “ Subjunctive Mood ” ? 134. What in letter *b* ? in *c* ? in *d* ? in *e* ? What is said of the *continuative* form of the receptive asserter ? \*a, 142. What does *is built* not do ? What does *being built*, alone, not do ? What does *is being built* denote ? *b*. What is said of a recent compiler ? *c*. Of his infatuation ? *d*. What is taught by *e* ? *f* ? *g* ? *h* ? *i* ? *j* ? *k* ? *l* ?

## VII. INFLECTION OF IRREGULAR ASSERTERS, (WRITE, &c.)

How many forms has the principal asserter *write*, besides the subjective terminations ? [Four : *written, wrote, write, writing.*] See the inflection of this asserter, p 143. How are receptive asserters of the continuative form made and inflected ? 231. In which modes and tenses may they be used ? 232. Give examples—*a, b, c, d*. What is taught by 233 ? What is said of these inflections in 234 ? What is taught by 235, of receptive asserters, by the union of the word *to* with the asserter ? Give examples, *a, b, c*. What is said in 236 ? 237 ? What is said in note \*a ? in *b* ? What is taught by †A, p 149 ? B ? C ? D ? E ? F ? G ? H ? I ? J ? K ? L ? What is taught by 238 ? 239 ? 240 ? 241 ? by note \*a, p 150 ? by *b* ? by 242 ? 243 ? 244 ? 245 ? 246 ? 247 ? Give examples : 248. Give all the columnar inflections : [inflections in the columns, pp 151-2-3-4-5-6.] What is said of *been* ? \* p 152. What is taught by \* p 156 ? by †a ? by *b* ? by †A ? by B, p 157 ? What is taught by 250 ? 251 ? 252 ?

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## EXERCISES IN PARSING.

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[The following exercises are intended for illustrating, *particularly*, the *third* part of speech, the *asserter*, in its own peculiar traits, and its connection with the other parts of speech. The others are used for the construc-



tion of the sentences in which *asserters* occur ; and are, themselves, particularly described in their appropriate places. The rules of Syntax need not be applied till the pupil shall have become acquainted with the principles on which those rules are based.

## LESSON XIX.

1 James can not go to Troy, finish my business, and return in six days, but Henry can. 2 George became anxious to learn. 3 If John will carry me home, I shall be thankful. 4 What man is happy ? 5 Who is happy ? 6 Oh that John had gone for Henry ! 7 " Oh may my understanding ever read this glorious volume." 8 John ; go home, if you would oblige me.— 9 God said, " Let there be light."

[Let the pupil read what is said in parsing, and parse the words which are not parsed for him.]

JAMES is a *name*, particular, masculine, of the third person, in the singular form ; in the subjective case, having the assenter *can go* referring to, and depending on it to denote the subject of remark.

CAN GO is an *asserter*, (*go* the principal, and *can* the auxiliar,) intransitive, (let the pupil tell why, 178, II ;) in the inferential mode, 184 ; in the present tense, 196 ; irregular, 203 ; in the common form, 207 ; it refers to, and depends on the name *James* —[without which it would not be sense.]

CAN is an *asserter*, 173 ; substitute, it is substituted for the eleven words before it, to which it refers ; in the inferential mode, 184 ; in the present tense, 196 ; it refers to, and depends on the name *Henry*, denoting the person who is the subject of remark.

2 *George became anxious to learn.*

BECAME is an *asserter*, 173 ; intransitive, 178 ; in the declarative mode, 183 ; in the indefinite-past tense, 194 ; irregular, 203 ; in the common form, 207 ; it refers to, and depends on the name *George*, to denote the subject of remark.

TO LEARN, is an *asserter*, 173 ; transitive, 179 ; [though no object is mentioned, the pupil must remember that as no one can learn, without learning something, the assenter is necessarily *transitive* ;] in the dependent mode, 187 ; in the indefinite tense, 199 ; regular, 202 ; it refers to the name *George*, to denote the *subject*, and on the assenter *became*, and the adname *anxious*, for its place in the sentence. [See the diagram, letter ff, p 109.]

3 *If John will carry me home, I shall be thankful.*

WILL CARRY is an *asserter*, 173 ; transitive, 179 ; in the declarative mode, 183 ; used in a sentence which *if* shows to be a



conditional one : see letter *c*, p 112 ; in the indefinite-future tense, 198 ; regular, 202 ; in the common form, 207 ; it refers to, and depends on the name *John*, to denote the subject of remark.

SHALL BE is an *asserter*, 173 ; intransitive, 178, I ; declarative mode, 183 ; used to express what *if* shows to be a matter of contingency depending on the fulfillment of the condition which *if* serves to introduce ; in the indefinite-future tense, 198 ; irregular, 203 ; in the common form, 207 ; it refers to, and depends on the subjective word *I*, to denote the subject of remark.

THANKFUL is an *adname*, 67 ; used to show the character or state of the subject, myself, the speaker, in the circumstances mentioned ; it refers to, and depends on, the substitute *I*, denoting the person that it is used to describe.

#### 4 What man is happy ? 5 Who is happy ?

WHAT is an *adname*, 67 ; interrogative in its influence : as the sentence, without this word, would be *affirmative* rather than *interrogative*, as now ; it belongs to, and depends on the name *man*.

Is, is an *asserter*, 173 ; intransitive, 178, I ; in the declarative mode, 183 ; expressing that which the *adname* *what*, makes a matter of doubt and *interrogation* : [see letter *a*, p 112 ;] in the present tense, 196 ; irregular, 203 ; in the singular form, 205 ; it refers to, and depends on the name *man*.

WHO, is a *substitute*, 139 ; standing as the representative of the name *person*, and denoting that a human being is meant ; *interrogative* in its character : see \**a*, p 85 ; making *interrogative* the sentence, which would be *affirmative*, if the name *man*, or any other name, was the subjective word ; in the subjective case, 129, I ; and having the *asserter* *is* depending on it for its place in the sentence.

Is, is an *asserter*, 173 ; intransitive, 178, I ; in the declarative mode, 183 ; used in an interrogative sentence ; made interrogative by the substitute *who* ; the mode being declarative as much as though the sentence was affirmative : see the second part of 182, and letter *b*, p 112 ; in the present tense, 196 ; irregular, 203 ; in the singular form, 205 ; it refers to, and depends on the substitute *who*.

#### 6 Oh that John had gone for Henry !

OH is an exclamation, 73.

THAT, is a *modifier*, as here used ; being employed to make the sentence express *regret* that the fact contemplated did not occur.

HAD GONE is an *asserter*, 173 ; intransitive, 178, II ; in the declarative mode, 183 ; used in a sentence expressing *regret* that that did not occur which the *asserter*, used only with the name *John*, would declare had occurred : see letter *d*, p 112.

7 • *Oh may my understanding ever read this glorious volume !*?

MAY READ is an *asserter*, (*read* the principal, and *may* the auxiliar ;) transitive ; in the interrogative mode ; used in a sentence expressing *desire* : [see letter *f*, p 113 ;] in the present tense ; irregular : in the common form ; referring to, and depending on the name *understanding*, in the subjective case.

8 *John ; go home, if you would oblige me.*

GO is an *asserter*, intransitive ; in the commanding mode, used to express the act which the subject of remark is *entreated* to perform, the accompanying words showing that an entreaty or request is intended ; in the present tense ; irregular ; in the common form, (as all asserters are in this mode ;) referring to, and depending on the name *John*, in the subjective case.

WOULD OBLIGE is an *asserter* ; *oblige* being the principal, and *would* the auxiliar ; transitive ; in the inferential mode, (used in a sentence of condition or contingency :) see letter *g*, p 113 ; in the indefinite tense, not being sufficient without the aid of other words to mark any distinction of time ; regular ; in the common form, referring to, and depending on the substitute *you*, in the subjective case.

9 *God said,—“ Let there be light.”*

SAID is an *asserter*, transitive, (the part of the sentence after the dash (—) being, as an expression, the object of the action, 172) in the declarative mode, in the indefinite-past tense, irregular, in the common form ; referring to, and depending on the name *God*.

LET is an *asserter*, transitive, in the commanding mode *absolute*, or used without a name or substitute on which to depend : (see 188, and letter *h*, p 113 ;] in the present tense, expressing only the will of the Creator in reference to the fact mentioned.

THERE, is a *modifier*, (see the note \* under the definition of a modifier, hereafter given,) used only *to modify* the *sound*, and aid the *euphony* of the sentence.

BE is an *asserter*, intransitive, in the dependent mode, indefinite tense, irregular, referring to, and depending on the name *light*.

LIGHT is a *name*, general, neuter, of the third person, in the singular form, in the objective case, depending on the transitive assenter *let*.

### LESSON XX.

1 I had written the letter when James called for it : [see 193-4.] 2 I have written the letter : see 195. 3 I write letters—I am writing the letters : see 196. 4 I shall have written the letters when James will call for them : see 197-8. 5 I would write to Henry if I could : see 199. 6 I saw John run towards home : see letter *j*, 119. 7 I shall see James writing : see letter *j*, II, 119. 8 I saw the letter written : see letter *j*, III. 9 John; you may go home : see letter *l*, p 119. 10 John must die : see letter *q*, p 120.

[Let the pupil parse these sentences, referring to the numbers and letters mentioned. The word *when* as used in these sentences, is a connective, *modifying* in its influence, while uniting the two sentences.]

### LESSON XXI.

If I had been at home yesterday, I should have seen John : see letters *b* and *c*, p 123. 2 If I was at home, now, I should be glad of your visits : see letter *d*, p 123. 3 If William goes to school next summer, John will accompany him : see letter *e*, p 123. 4 I shall be in New York when John arrives : see letter *f*. 5 I shall remain here till George returns from New York : letter *g*, p 123. 6 Seth ; you should take an umbrella ; for it will rain before you have travelled five miles : letter *h*. The general arrived at the camp three days before the battle was fought : letter *i*. The general will arrive at the camp three days before the battle will be fought : letter *j*, p 124.

[*When*, *till*, and *before*, in the above sentences, are connectives, *modifying* in their influence, while uniting their respective sentences.]

### LESSON XXII.

The wicked flee when no man pursueth ; but the righteous are as bold as a lion. When the righteous are in authority, the people rejoice : but when the wicked rule, the people mourn. Remove\* far from me vanity and lies. Give\* me neither poverty nor riches : lest I should be poor, and steal, and take the name of my God in vain : or lest I should be full, and deny thee : and say, “ *Who is the Lord ?* ”

### LESSON XXIII.

It is better to hear the rebuke of the wise, than to listen to the song of the fool. Remember thy Creator in the days of thy youth. Soon shall the dust return to dust, and the soul to God who gave it. He that diggeth a pit or spreadeth a snare for his neighbor, shall fall into it himself.

### LESSON XXIV.

He who depends on his own exertions for success, will seldom be in want ; but he that depends on the patronage of friends, is always in distress. Honesty, industry, and frugality, constitute the best capital with which a young man can begin business ; and without these, money is to him but the heavy load of a car going off a precipice—it hastens the hour of his destruction ; and makes more complete and fatal, the catastrophe which it induces.

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\**Remove* and *give*, in this lesson, are in the Commanding mode absolute ; having no words on which to depend for sense.

## ADNAMES—ADJECTIVES AND ARTICLES.

254 An adname is a part of speech ADDED to a name or substitute to limit its meaning, or to show the quality, class, or condition of the thing denoted by the name or substitute ; as,

*This book. The apple is sour. Brass clocks. John is virtuous. He is happy.*

## 255 PRIMARY DISTINCTIONS OF ADNAMES.

I	-	-	-	-	-	-	-	Qualifying.
II	-	-	-	-	-	-	-	Specifying.
III	-	-	-	-	-	-	-	Interrogative.
IV	-	-	-	-	-	-	-	Exclamatory.
V	-	-	-	-	-	-	-	Negative.
VI	-	-	-	-	-	-	-	Assertive.
VII	-	-	-	-	-	-	-	Modifying.

I. *Qualifying Adnames.*

256 A qualifying adname is one which shows the quality, class, or condition, of the object to which it refers ; as,

*A good man. Mary is good. A sweet apple. A wooden wheel. John is happy.*

257 Qualifying adnames admit the following distinctions :

1	2	3
Simple form,	<i>Regular,</i>	Principal,
Comparative form,	<i>Irregular,</i>	First Auxiliar,
Superlative form,	<i>Defective, or</i>	Second Auxiliar,
Diminutive form.	<i>Indeclinable.*</i>	Third Auxiliar.

SIMPLE FORM—*Positive Degree.*

258 The simple form is that which shows the rank or quality of one object, without reference to that of another ; as,

*A wise man. A good man. A happy man. A sweet apple.*

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\*Those who prefer the term *indeclinable*, to *defective*, can use it. The author prefers the latter ; as adnames, in this respect, are like asserters.—See 266 ; then, 204.



COMPARATIVE FORM—*Comparative Degree.*

259 The comparative form is that which shows the rank or quality of one object as COMPARED with that of another; as,

A wis-er man. A better man. A happi-er man. A sweet-er apple.

SUPERLATIVE FORM—*Superlative Degree.*

260 The superlative form is that which represents an object as exceeding all others referred to, in the rank or quality mentioned; as,

The wis-est man. The best man. The happi-est man. The sweet-est apple.

## DIMINUTIVE FORM.

261 The diminutive form of an adname represents, without the idea of the direct comparison of objects, a DIMINUTION from the state or quality which the simple form of the adname denotes; as,

Simple form—*red, blue, strong*:

Diminutive form—*red-dish, blu-ish, somewhat strong*.\*

## THE DECLENSION OF ADNAMES

262 Is varying their forms to represent different degrees of the rank or qualities of the objects to which they refer.

*A Regular Adname*

263 Is one which has its comparative form made by the addition of R or ER, to the simple form; and its superlative by adding ST or EST; as,

Simple—*wise, great*. Comparative—*wis-er, great-er*. Superlative—*wis-est, great-est*.

*An Irregular Adname*

264 Is one which has its comparative, and its superlative form made, either by associating with the simple form, the words MORE and MOST; or by a change of the entire word; as,

Simple—*elegant, good*; Comparative—*more elegant, better*; Superlative—*most elegant, best*. †A

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\*It is seen that in the example of this word, the adname, itself, undergoes no change in *form*, but only in *meaning*, by the use of *somewhat*.

†A It is seen that the adname *elegant*, of itself, undergoes no change in its *own form*; yet the combinations, *more elegant*, and *most elegant*, as



265 The meaning of an adname is varied by the prefix of another word qualifying it, to the same extent as by a change in the termination of the adname: Thus,

	<i>Simp. form,</i>	<i>Comparative,</i>	<i>Superlative,</i>	<i>Diminutive.</i>
YELLOW,	{	yellow- <i>er</i> , more yellow.	yellow- <i>est</i> , most yellow.	yellow- <i>ish</i> . somewhat yellow.
BROWN,	{	brown- <i>er</i> , more brown.	brown- <i>est</i> , most brown.	brown- <i>ish</i> , somewhat brown.*

### A Defective Adname

266 Is one which represents, in the simple form, the extent of sense which the adname is capable of expressing; (and is of course to be used in but ONE of the FOUR forms:) as,

Golden, woollen, round, square, boundless, infinite, pecuniary, pennyless, friendless.

267 All adnames of two syllables, that end in *y*, may be declined regularly by exchanging *y* for *i*, and adding *er* and *est*; as,

Simple form: *holy, happy*; Comparative: *holier, happier*; Superlative: *holiest, happiest*—

268 All except *little*, that end in *le* with the *e* not sounded, by adding *r* and *st*; as,

Simple form: *simple, humble, gentle*; Comparative: *simpler, humbler, gentler*; Superlative: *simplest, humblest, gentlest*—and

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combinations, are in the *comparative*, and the *superlative form*—the meaning of the combinations being the same as though the expressions were *elegant-er!* *elegant-est!*

B It is seen that the adname *good*, of itself, as a word, undergoes no change in *form*, in our expressing the comparative and the superlative sense of the adname; but it gives place to the words *better* and *best*, equivalent, in meaning, to *gooder*, *goodest*—[these two words, as well as *elegant-er*, *elegantest*, not being consistent with the idiom of the language.]

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\*From this comparison of the use of *more* and *most*, with that of *er* and *est*, it is seen that their influence is *one* and the *same*—for, to use a figurative expression, *more* and *most*, like *er* and *est*, pour their qualifying influence upon the words *yellow* and *brown*. They do not give different qualities to the object, but express an *addition* to the *same* qualities that the principal adnames, (as *yellow* and *brown*,) alone, would represent; as, John has a *yellow* house; but Henry's house is *yellower* or *more yellow*; and William's is the *yellowest* or *most yellow*: while Seth's house is only *yellowish* or *somewhat yellow*.

269 All of one syllable, except those mentioned as irregular, and those whose sound would be unpleasant—

270 All others that are declinable, are to be declined irregularly—and

271 Those which may be declined regularly, may have, also, the irregular declension ; as,

Wise, wiser, or *more* wise ; wisest, or *most* wise ; happy, happier, or *more* happy ; happiest, or *most* happy.

#### 272 DECLENSION—FOUR FORMS.

<i>Diminutive form.</i>	<i>Simple form.</i>	<i>Comparative form.</i>	<i>Superlative form.</i>
Whitish	white	whiter	whitest
Bluish	blue	bluer	bluest
Yellowish	yellow*	yellower	yellowest

#### 273 EXAMPLES OF REGULAR ADNAMES.

<i>Simple form.</i>	<i>Comparative form.</i>	<i>Superlative form.</i>
Able	abler	ablest
Bright	brighter	brightest
Happy	happier	happiest

#### EXAMPLES OF IRREGULAR ADNAMES.

[They are of two classes.]

274 First: those which are declined in combination, by having *more* and *most*, associated with them ; as,

<i>Simple form.</i>	<i>Comparative form.</i>	<i>Superlative form.</i>
Acid	more acid	most acid
Awful	more awful	most awful
Blithesome	more blithesome	most blithesome

275 Second ; those which are declined by a change of the entire words ; as,

<i>Simple form.</i>	<i>Comparative form.</i>	<i>Superlative form.</i>
Bad	worse	worst
Good	better	best
Little	less	least
Equal†	superior	supreme, or chief‡
Equal	inferior	least

\* *Yellow, severe, sublime, and pleasant*, may be declined regularly.

† *Equal* denotes, not a quality, but rank with respect to quality ; and supposes a comparison, even in the simple form ; while the other two forms give a different representation with respect to the same rank or quality.

‡ These two terms are not given, in comparison, except in showing the grade of officers or courts.

## 276 EXAMPLES OF DEFECTIVE ADNAMES.

Brazen	Omnipotent	Absent
Round	Omnipresent	Wooden
Infinite	Perfect	Medical
Boundless	Present	Golden

277 The word *somewhat* may be prefixed to the simple form of a qualifying adname, to express, without comparison, a diminution from the sense denoted by the simple form ; as,

Simple form : *studious, careful* ; Diminutive form : *somewhat studious* ; *somewhat careful*.

278 The word *less* is prefixed to the simple form to express a comparative diminution ; and *least*, to give the superlative sense ; as,

Simple form : *studious, careful* ; Comparative form of the combination : *less studious, less careful* ; superlative : *least studious, least careful*.

## PRINCIPAL ADNAMES.\*

279 I. A principal adname is one which makes sense taken with only the name or substitute on which it depends—and, if a qualifying adname,

II. Is that which, OF ITSELF, describes the object denoted by the word on which the adname depends ; as,

*Blue* cloth ; *sweet* apples ; a *good* man.†

## AUXILIAR ADNAMES.\*

280 I. An auxiliar adname is one which qualifies the sense expressed by a principal, and belongs to, and depends on, the principal, and the word to which that refers ; as,

*Deep* blue cloth ; *very* sweet apples ; a *truly* good man.

II. An auxiliar adname does not, of itself, express the quality or trait mentioned, but is used to assist in varying the meaning of the one which does express the quality or trait.‡

281 Auxiliars may be declined in combination with principals, by associating with them *more* and *most* ; as,

\*Formerly called *primary* and *secondary* adnames.

†Any adname is principal which makes sense without another adname's coming between that and the word on which it depends.

‡Adnames, preceding others, do not thereby necessarily become auxiliars—those only being auxiliars which qualify or limit the sense of the ones which they precede ; thus, Adam Clark was an industrious, persevering, learned, wise, good, and useful man. Here are seven principal adnames, belonging to the name *man*.

Simple form of the combination : *truly good* ; Comparative : *more truly good* ; Superlative : *most truly good*.

282 Auxiliar adnames are called First, Second, and Third, according to their nearness to, or distance from, the principal—thus,

I.	Third Auxiliar.	Second Auxiliars.	First Auxiliars.	Principals.	Names.	Cloth	<i>a</i>
						Blue Cloth	<i>b</i>
						Deep blue Cloth	<i>c</i>
						Remarkably deep blue Cloth	<i>d</i>
						Very remarkably deep blue Cloth*	<i>a e</i>

II. *Fine, blue, wide, strong, cheap* Cloth.

[Here are five principal adnames, each belonging to the name *cloth*.]

III.	Auxil.	Auxil.	Auxil.	Auxil.	Auxil.	Name.
Cloth.						

[Here the five principal adnames, in *Italic*, have, each, an auxiliar.]

283 I. By diagram I, the pupil has seen that a principal qual-

\**a* The *first* auxiliar qualifies the principal, and through that, refers to the object.

*b* The *second* auxiliar qualifies the *first*, and through that, the principal, and, (by means of that,) refers to the object mentioned.

*c* The *third* auxiliar qualifies the *second*, and through that, the *first*, and through that, the *principal*, and by means of the principal, refers to the object : as in the above diagram.

*d* In the foregoing diagram, it is seen that the principal adname *blue*, is attached to the name *cloth*, to show the quality, [color,] of the object denoted by that name ; and that the other terms are attached to the name *cloth* through the medium of *blue*: they being, in degree, like the links of a chain, dependent on each other ; yet all dependent on *blue*, and with that, on the name *cloth*.

*e* As a qualifying adname is a word added, or attached to a name, to show the quality of the thing denoted by it ; and as all these terms are added to the name *cloth*, for that purpose, and that only ; all of them must be *adnames*.

ifying adname may be used *without* an auxiliar, or may have *one two*, or *three* auxiliars. [It may never have more than three auxiliars in direct, linear relation and dependence.]

II. This remark is true of asserters, according to their meaning and application; as, I *write*. The letters *might have been written*. [*Three auxiliars, three only*.]

284 I. By diagram II, the pupil has seen that principal adnames precede others without thereby becoming auxiliars. [See note † p 169.]

II. This remark is true of asserters; as, The letter, *written, folded, and mailed*, was sent away.

285 I. By diagram III, he has seen that several principal adnames, with their respective auxiliars, may alike relate to the term denoting the object to which the adnames refer.

II. This remark is true of asserters; as, James *has* WRITTEN, and *is* FOLDING the letter, and *will* soon TAKE it to the office.

[The pupil will be pleased to find so great a coincidence in adnames and asserters.

### *Adnames and Asserters Compared.*

NAMES. AUXILIARS. AUXILIARS. AUXILIARS. PRINCIPALS.

	:	:	:	:	
IV. Gloves,				BLACK.	} Adnames.
Gloves,			deep	BLACK.	
Gloves,	remarkably	deep	BLACK.		
Gloves, very	remarkably	deep	BLACK.*		
SUBSTITUTES.	:	:	:	:	
V. I				WALK.	} Asserters.
I		have	WALKED.		
I	might	have	WALKED.		
I	might	have	been	WALKING	

\*a Qualifying adnames, in the simple form, as it is said in the definition, show the rank or quality of one object, without reference to that of another: yet the sense expressed by most adnames in the simple form, being relative, not positive, is drawn from a prior comparison, by which the standard is raised; though when this form of the adname is used in application to the name of the thing, whose quality it represents, the mind does not necessarily compare that thing with another of the same kind; but is satisfied in permitting the word to have the extent of meaning generally allowed to it.

b On this principle of the relative, not positive, meaning of words, we



286 Names often assume the relation of adnames, principal and auxiliar. Thus,

<i>Names.</i>	<i>Adnames.</i>
Oak	<i>Oak</i> chests
Silver	<i>Silver</i> spoons
Country	<i>Country</i> merchants
City	<i>City</i> laws
Years	Helen is eighteen <i>years</i> * old.
Feet	The wall is ten <i>feet</i> * high.
Mile	Hudson river is a <i>mile</i> * wide.

287 Any adname, whether qualifying or specifying, is a principal adname, if it makes sense used in connection with only the name or substitute to which it refers.

## II. Specifying Adnames.

288 A specifying adname is one which specifies the number or order of things, or, without reference to the quality of a thing, how it is to be regarded ; as,

call that article *black*, whose color is nearer the hue known by that term, than it is to any other color having a name ; and, although the idea of the black color is approached, only by a comparison of different colors ; yet, if I say, ' John's hat is *black*,' the hearer understands me without comparing that hat with any other hat : he allows the term *black*, the common extent of its meaning, as it is generally applied.

*c* Though I say, ' James' hat is *blackest*,' no one would think the expression absurd, because the term '*black*,' being allowed its relative, not its positive meaning, admits the use of a term that carries the ideas farther than the simple term *black* : yet if *black* should be used in its full, positive sense, it would exclude the idea of every other shade of the color ; and make my meaning to be, that the color of the hat is the *perfection* of blackness.

*d* If, then, I say the hat is '*black*,' it is supposed I mean that the color of the hat approaches nearer the color *called black* than any other division of color that has a name : and to this, I may add, James' hat is *blackest*, and Henry's hat is the *blackest* ; though even this might not be a hat *perfectly black*, or *jet black*.

*e* This manner of treating adnames, and using them in their relative, not positive meaning, should be carried as far as it can be, without manifest absurdity.

\*Auxiliar adnames. These three auxiliars qualify their respective principals, *old*, *high*, and *wide* ; and belong, with them, to the names *Helen*, *wall*, and *river*. *Eighteen*, *ten*, and *a*, are, respectively, *principal* adnames, in their relation to the words *years*, *feet*, and *mile*, as *mere names* : yet the word *years*, with *eighteen* ; *feet*, with *ten* ; and *mile*, with *a*, as *combinations*, are *auxiliar adnames*, used only to qualify the words next after them, and, with these words, intended only to describe the objects denoted by the names, *Helen*, *wall*, and *river*.

One man, two men, fifty men—the first man, the second man, the fiftieth man, this man, those men, every man, any man, all men.

289 Specifying adnames admit the following distinctions :

1	2	3	4	5
<i>Numeral,</i>	<i>Ordinal,</i>	<i>Distributive,</i>	<i>Definite,</i>	<i>Indefinite.</i>

#### NUMERAL SPECIFYING ADNAMES.

290 A numeral specifying adname is one which shows the exact NUMBER of objects ; as,

*One man, two men, ten men, fifty men, 500 men.\**

#### ORDINAL SPECIFYING ADNAMES.

291 An ordinal specifying adname is one which shows the ORDER, (with respect to number,) in which an object is to be considered or taken ; as,

*The first man, the second man, the tenth man, the 50th man.†a*

#### DISTRIBUTIVE SPECIFYING ADNAMES.

292 A distributive specifying adname is one which denotes that the objects referred to are to be regarded SEPARATELY or SINGLY ; as, *Each man, every man.*

293 The distributive specifying adnames are *each, every, either,* and *neither* ; as, *each man, every man, either man, neither man.*

#### DEFINITE SPECIFYING ADNAMES.

294 A definite specifying adname is one which is used to mark more *definitely* a particular object or class or collection of objects ; as,

*This man was the friend of the poor. These books are Henry's.*

295 The principal adnames of this class are *this* and *that* ; exchanged, when referring to plurals, for *these* and *those* ; *former, latter, which, said,*

\*The words in *Italic* show the exact number of the objects referred to, but have not the least allusion to their quality, character, or condition.

†a These words in *Italic*, represent the *order* of selecting or contemplating the objects, but do not, in the least, show the *number* of the objects. *Numeral* adnames show the *number* of the objects, not the *order*. *Ordinal* adnames show the *order* in which things are regarded, not the *number* of the things.

b A common error is to say, “ Sing, (or read,) the *three first* verses,” &c. As the verses necessarily succeed each other, there can be but *one* first verse ; and to say, ‘ read the *three first,*’ would, consequently, be very absurd. The ordinal is also to be used in particularizing which, (in relation to number,) is meant ; as, the *fifth* verse ; page *twenty-fourth*. The word *last* may be used as an ordinal ; thus, the *last* two verses ; the *last* day.—[See Rules of Syntax.]

*aforesaid, afore-mentioned, the, the same*, and Particular names used as adnames; as, *Oneida county; Oregon territory; Paris fashions*.\*

#### INDEFINITE SPECIFYING ADNAMES.

296 An indefinite specifying adname is one which denotes that the objects to which it refers are to be considered or taken *indefinitely* or generally; as,

*Some man, any man, all men, a man, an apple.*

297 The principal indefinite specifying adnames are *a, an, one*, (when not referring particularly to number,) *some, other, another, any, all, such, several, little*, (when referring to quantity, not size,) *much, many, enough, sufficient, few, whole, whatever, whatsoever, and whichever*.

298 Of these, *some, little, few, several, much, and many*, are declinable: Thus,

#### 299 DECLENSION OF INDEFINITE SPECIFYING ADNAMES.

<i>Simple form.</i>	<i>Comparative form.</i>	<i>Superlative form.</i>
Some	more	most
Some	less	least
Little	less	least
Few	fewer, or less	fewest, or least
Several†	more	most
Much	more	most
Many	more	most

300 *One, other, and another*, when used as *Adname Substitutes*, may be declined like names. [See page 88.]

### III. Interrogative Adnames.

301 An interrogative adname is one which is prefixed to a name to express INTERROGATION; as,

*Which apple is sour? What means are necessary to our success!‡*

### IV. Exclamatory Adnames.

302 An exclamatory adname is one which is prefixed to a name only to make the sense of the phrase or sentence EXCLAMATORY; as,

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\*Other words may be used as definite specifying adnames, and, when so used, can be known by the sense.

†Used in the sense of *some*.

‡*Which* and *what* are the only words of this class.

*What* students these are! *What* a painful truth that was to Henry!  
*How* sublimely great and glorious are the attributes of God!\**a*

### V. Negative Adname.

303 A negative adname is one which is added to a name or an adname substitute, only to exert a NEGATIVE influence on its meaning; as,

*No* man can escape from death. *No* one is perfectly happy.†

### VI. Assertive Adnames.

304 An assertive adname is one which partakes the natures of an ASSERTER and an ADNAME; as,

A *roaring* cataract; a *shrivelled* form; a *blooming* rose; a *charming* landscape.‡*A*

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\**a* *What* is the only *principal* exclamatory adname, and *how* is the only *auxiliar* exclamatory adname. *How* is never to be prefixed to *what*, but, when used as an *auxiliar*, it is *auxiliar* to a qualifying adname, as above.

*b* To exhibit the exclamatory character of these adnames, let us use the same sentence without the adnames; as, 'Students, these are.' This is simply descriptive, now; there being nothing exclamatory about it. *What* students these are! An *exclamatory* sentence, now, made so entirely by the word *what*. 'Sublimely great and glorious are the attributes of God'—merely descriptive. *How* sublimely great and glorious are the attributes of God! An *exclamatory* sentence, made so entirely by the use of the word *how*, which, as an *exclamatory* adname acts as a *second auxiliar* to the qualifying adnames *great* and *glorious*, by throwing its exclamatory influence, first upon the first auxiliar, *sublimely*, and through that upon the two principals, *great* and *glorious*; like *deep*, in diagram I, letter *c*, p 170.

†*No* is the only mere negative adname in the language: yet the word *neither*, as a distributive specifying adname, has a negative, with its distributive, meaning. [See letter *c*, p 89.]

‡*A* Assertive adnames, like asserters, express facts, and, as adnames, use these very facts to characterize or describe the objects referred to.

*B* A mere adname never represents an object as *doing* anything. A mereasserter is never used to show the *quality* or *character* of an object. Thus, The rose *blooms*. Theasserter *blooms*, shows only what the rose *does*, without the least reference to the *character* of the rose. Helen plucked a *beautiful* rose. The adname *beautiful* shows the *character* of the rose, without the least reference to what the rose *does*. Yet when I say, Helen plucked a *blooming* rose, the word *blooming*, like a mereasserter, represents what the rose is *doing*, (unfolding, opening,) and, like an adname, by this very act, it shows the *character* of the rose, as *blooming*, not *fading*.

*c* *Clear* water—*clear*, a mere adname, showing the *quality* or *character* of the water. The water *runs*—*runs*, a mereasserter, showing what the water *does*, without any reference to the *character* of the water. *Running* water. *Running*, like anasserter, shows what the water *does*, (*is doing*,) and, like an adname, it is prefixed to the name *water*, added to



## VII. *Modifying Adnames.*

305 A modifying adname is one which partakes the natures of a MODIFIER and an ADNAME ; as

I held my hand *open*. James rubbed the silver *bright*. Henry walks *erect*.<sup>\*a</sup>

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### *Questions on Adnames.*

What is an adname ? 254. Give examples. What are the primary distinctions of adnames ? 255. What is a qualifying adname ? 256. Examples. What distinctions do qualifying adnames admit ? 257. What is the simple form of an adname ? 258. Examples. The comparative form ? 259. The superlative form ? 260. The diminutive form ? 261. What is the declension of adnames ? 262. What is a regular adname ? 263. An irregular adname ? 264. What is taught by \* p 166 ? by †A ? by B ? How is the meaning of an adname varied ? 265. What is taught by \* p 167 ?—What is a defective adname ? 266. What is taught by 267 ? by 268 ? by 269 ? by 270 ? by 271 ? Give examples from 272---from 273-4-5. What is taught by \* p 168 ? by † ? by ‡ ?

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the name to show, (by what the water *does*,) the *character* of the water mentioned.

d ¶ Asserters, as such, have mode and tense ; while adnames have neither, but belong, like qualifying adnames, to the names of the objects to which they refer.

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\*a The mere modifier qualifies a *fact* or *event*, but is not used to show the quality, class, or condition of an *object*. The mere qualifying adname never qualifies a fact or event, but is used only to show the quality, class, or condition of an object. The modifying adname qualifies the *fact* referred to, as much as a mere modifier ; and shows the condition or state of an object, as much as a mere adname. It is fully a *modifier* in qualifying the *fact* mentioned, and fully an *adname*, from its relation to the *name* denoting the object described. Thus,

b Henry is *erect*—*Erect*, as here used, is a mere *adname*, not qualifying any action, but used only to show the state of the man referred to, as an *erect* person. Henry walks *gracefully*—*Gracefully*, as here used, is a mere modifier; qualifying only the fact of the man's walking, without any reference to his character or condition. It shows merely *how* the man *does* the act of walking. 'Henry walks *erect*.' This word *erect* is as fully a modifier as *gracefully*, and as fully an adname as *erect*, as first used in this paragraph ; is fully *both*, but is not exclusively *either*.

c ¶ Should the learner find a word, (in a sentence,) so nearly resembling both an adname and a modifier, that he knows not which to call it, he may believe it to be a *modifying adname*—for, if it was *either*, exclusively, he would be likely to know which it was. Other examples: He made the rough places *smooth*, and the crooked ways *straight*. The eggs were boiled *hard*. "Charity lays the rough paths of peevish nature *even*." [See Rules of Syntax.]



II. Give examples of defective adnames from 276. What is said of *somewhat*, in 277 ? of *less*, in 278 ? What is a principal adname ? 279, I, II. What is taught by \* p 169 ? What is an auxiliary adname ? 280, I, II.—What is taught by † p 169 ? How may auxiliars be declined ? 281. How are the auxiliars distinguished ? 282. What is the word *cloth*, letter *a*, of diagram I, p 170 ? What is *blue*, letter *b* ? *deep*, *c* ? *remarkably*, *d* ? *very*, *e* ? How many principal adnames are found in diagram II ? What is the auxiliary of the adname *fine*, diagram III ? of *blue* ? of *wide* ? of *strong* ? of *cheap* ? To what name do they all belong and refer ? What is taught by \**a* ? by *b* ? *c* ? *d* ? *e* ? What is taught by 283, I, p 170 ?—How many auxiliars may adnames and asserters have ? 283, I, II. What is taught by 284, I, II ? 285, I, II ? See diagrams, IV, V, “Adnames and Asserters compared.” What is taught by note \**a* ? by *b* ? *c* ? *d* ? *e* ?—Do names ever become adnames ? 286, and \*. Which of the names in the first column become principal adnames as used in the second column ?—Which become auxiliars ? What do these qualify ? What is taught by 287 ?

III. What is a specifying adname ? 288. How are specifying adnames distinguished ? 289. What is a numeral specifying adname ? 290. What is said in note \* ? What is an ordinal specifying adname ? 291. What is taught by note †*a* ? by *b* ? What is a distributive specifying adname ? 292. What are the distributives ? 293. What is a definite specifying adname ? 294. What are these definitives ? 295. What is taught by note \* p 174 ? What is an indefinite specifying adname ? 296. What are the words in the list of indefinites ? 297. What is taught by 298 ? Repeat the declension, 299. What is said in 300 ? What is an interrogative adname ? 301.—What is taught by † p 174 ? What is an exclamatory adname ? 302.—What is taught by \**a* ? by *b* ? p 175 ? What is a negative adname ? 303. What is said in † p 175, of *no* ? of *neither* ? What is an assertive adname ? 304. What is taught by note †*A* ? by *B* ? by *C* ? *D* ? What is a modifying adname ? 305. What is said in \**a*, p 176 ? by *b* ? by *c* ?

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## EXERCISES IN PARSING.

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### LESSON XXV.

1 Charles purchased four very large apples, and gave them to Julia. 2 Seth ; you are five years older than Mary ; who is, herself, a few days older than Harriet. 3 My highway fence is a hundred and fifty feet long.—4 Stone fence is the best kind. 5 Julia's father is a very remarkably good agriculturist.

1 FOUR is an *adname*, specifying, numeral, (principal,) belonging to, and depending on, the name *apples*, denoting the things whose number the adname is used to show.

VERY is an *adname*, qualifying, auxiliar to the principal *large*, which it qualifies ; it belongs, with the principal, to the name *apples*, denoting the things which the adnames are used to describe.

LARGE is an *adname*, qualifying, in the simple form, (declined, Simple, *large* ; Comparative, *larg-er* ; Superlative, *larg-est* :) principal, belonging to, and depending on, the name *apples*, denoting the objects to which the *adname* refers.

2 *Seth ; you are five years older than Mary ; who is, herself, a few days older than Harriet.*

FIVE is an *adname*, specifying, numeral, principal, belonging to, and depending on, the word *years*, as a mere name : [see 286, and note \*, p 172 ;] yet, the word

YEARS, a name, is here used as an *adname*, qualifying, auxiliar to the principal *adname* *older*, which it qualifies, and with which it belongs to the substitute *you*, denoting the object which the *adnames* are used to describe. [See 286, and \* p 172.]

OLDER is an *adname*, qualifying, in the comparative form, (declined, Simple, *old* ; Comparative, *old-er* ; Superlative, *old-est* :) principal, belonging to, and depending on, the word *you*, denoting the object to which it refers.

3 *My highway fence is a hundred and fifty feet long.*

A is an *adname*, specifying, indefinite, belonging to, and depending on, the word *hundred*, as a mere name of a number ; while the phrase

HUNDRED AND FIFTY, as a *combination*, is an *adname*, specifying, numeral, and, with the word *a*, referring to, and depending on, the word *feet*, (the plural of *foot*,) as a mere name.

FEET is a *name*, used, in combination with *a hundred and fifty*, as an *adname*, auxiliar to the principal *long*, with which it belongs to the name *fence*, denoting the thing which is *a hundred and fifty feet long*. [See 286, and \* p 172.]

LONG is an *adname*, qualifying, in the simple form, (declined, Simple, *long* ; Comparative, *long-er* ; Superlative, *long-est* :) principal, belonging to, and depending on, the name *fence*, denoting the thing described as *long*.

4 *Stone fence is the best kind.*

STONE is a name, used as an *adname*, qualifying, belonging to, and depending on, the name *fence*, denoting the thing described.

5 *Julia's father is a very remarkably good Agriculturist.*

A is an *adname*, specifying, indefinite, referring to, and depending on, the name *agriculturist*.

VERY is an *adname*, auxiliar, of the second class, qualifying the

first auxiliar, *remarkably*, and through that, the *principal* adname *good*, and with *good*, belonging to the name *agriculturist*, denoting the object which they are all used to describe.

REMARKABLY is an *adname*, auxiliar, of the first class, qualifying the principal *good*, and belonging, with that, to the name *agriculturist*.

GOOD is an *adname*, qualifying, in the simple form, (declined, Simple, *good*; Comparative, *better*; Superlative, *best*;) principal, belonging to, and depending on, the name *agriculturist*, denoting the object described.

#### LESSON XXVI.

1 Hiram is somewhat careless with respect to his personal appearance; but I hope he will amend. 2 The soil of the southern part of the country is of a reddish hue. 3 Richard is more studious than Robert was. 4 Giles lent me more than twenty dollars.\* 5 I lost less than five dollars by trading with the stranger.\*

1 SOMEWHAT is an *adname*, auxiliar, qualifying the principal *careless*, in detracting from the sense expressed by *careless*, (to prevent its meaning too much,) and belonging, with the principal, to the name *Hiram*. [The combination, *somewhat careless*, is in the diminutive form. See 261 and 265.]

2 REDDISH is an *adname*, qualifying, in the diminutive form, (declined, Diminutive, *reddish*; Simple, *red*; Comparative, *redder*; Superlative, *reddest*;) belonging to, and depending on the name *soil*, denoting the object described.

#### LESSON XXVII.

1 "This man has done nothing amiss." 2 Any person is capable of doing much good or harm: therefore every one should seek, first, to be harmless, and, next, to be useful. 3 What truth disturbs thy midnight thoughts? How frightful are thy dreams! 4 What students these are! 5 No man should delay till another time what he ought to do now. 6 Oh! bid this throbbing heart be still. 7 James laid the floor 20 feet square. 8 Every tenth man was sent away.

1 THIS is an *adname*, specifying, definite, belonging to, and depending on the name *man*, denoting the object to which the adname refers.

2 ANY is an *adname*, specifying, indefinite, belonging to, and depending on the name *person*, denoting the object to which the adname refers.

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\**More than*, and *less than*, as used in this lesson, are, respectively, auxiliar adnames, qualifying the sense expressed by their respective principals, *twenty* and *five*, and belonging with them to the terms to which they belong. They are used in this sense when they refer to the qualities or quantities of things, without having *than* act the part of a connective.

EVERY is an *adname*, specifying, distributive, belonging to, and depending on, the adname substitute *one*, denoting the object to which the adname refers.

3 WHAT, as used with the name *truth*, is an *adname*, interrogative, used only to make, interrogative, a sentence which would otherwise be simply affirmative ; it belongs to, and depends on the name *truth*, denoting the object to which the adname refers.

How is an *adname*, exclamatory, used as an auxiliar to the principal, *frightful*, which it qualifies, and belonging with that to the name *dreams*.

4 WHAT, as used with the name *students*, is an *adname*, exclamatory, used only to make, exclamatory, the sentence which would otherwise be simply descriptive ; it belongs to, and depends on, the name *students*, denoting the objects to which the adname refers. [See \*a and b, p 175.]

5 No is an *adname*, negative, used only to deny what would otherwise, (or without the adname,) be affirmed : it belongs to, and depends on, the name *man*.

6 THROBBING, is an *adname*, assertive, (showing, like an asserter, that the heart *does* something, and using that act to describe, like an adname, the thing, the *heart*, denoted by the name *heart*, to which the adname refers, and on which it depends.

7 20 is an *adname*, specifying, numeral, belonging to, and depending on, the word *feet*, as a mere name : yet,

FEET, a name, is used here with 20, as an *adname*, auxiliar to the principal, *square*, and belonging, with *square*, to the name *floor*, denoting the object which the adnames are used to describe.

SQUARE is an *adname*, modifying, (while it qualifies the *floor* as the thing described, it modifies or qualifies the meaning of the sentence, by showing *how* he *laid* the floor;) it belongs to, and depends on the name *floor*.

8 TENTH is an *adname*, specifying, ordinal, belonging to, and depending on, the name *man*, denoting the object referred to.

#### LESSON XXVIII.

The period is short in which man must prepare himself for the duties of active life. We should, therefore, never waste a moment of time in idleness, or in such amusement as would unfit us for the performance of our parts in the great theatre of life. The upright man secures the respect and esteem of the good, and the veneration of the vile who stand in awe of his virtues.

#### LESSON XXIX.

Manly habits, without tedious or dull formality, should characterize the



young. Open and candid deportment, and vivacity without levity of mind, should be among the characteristics of middle-aged persons ; and cheerfulness and serenity of mind, should gild the mild radiance of life's decline.

## LESSON XXX.

Youthful follies are seeds, sown in the spring of human life, that must, in vigorous manhood, produce thorns and thistles, which will bestrew our pathway in the decline of life, when we shall be too feeble to remove them.

"Virtuous youth gradually brings forward accomplished and flourishing manhood ; and that manhood, passes, of itself, without uneasiness, into respectable and tranquil old age."

"Vice poisons our felicity in the bud, by introducing disorders into the heart."

## LESSON XXXI.

The hoary head is a crown of glory, if it is found in the way of righteousness. A wise servant shall rule over the foolish son that causeth shame. The poor man that walketh in his integrity, is better than the rich who is perverse in his way. A wise son maketh glad his father ; but a foolish son is the heaviness and grief of his mother.—*Bible*.

§—The reader has perceived that no attempt is made to follow the *old nomenclature* among the specifying adnames, and the subsequent divisions of the adnames. The reason is obvious. The *old theorists* have never agreed among themselves, and, of course, it would be altogether impracticable to follow them. Some call these words *definitives* ; some, *restrictives* ; some, *adjective pronouns* ; some, *pronominal adjectives* ; some, *descriptive adnouns*, and others, *specifying adjectives*.

The terms employed in this work, are, it will be found, philosophical, and clearly descriptive of the traits of the words distinguished. These reasons must suffice for the seeming departure from the general rule of continuing the *old nomenclature* with the *new*.

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## MODIFIERS—ADVERBS.

306 A modifier is a part of speech used to MODIFY the sense, (or sound,) of the sentence or clause of the sentence in which it occurs ; as,

James speaks *fluently* in debate. John was *not* at home when I called *yesterday*. Seth writes *elegantly* when he tries to write *well*. God said, "let *there* be light."<sup>\*a</sup>

<sup>\*a</sup> Modifiers are sometimes used merely to modify the *sound*—to soften the expression or aid the euphony of the sentence ; as in the example above. Thus, "God said, 'let *there* be light.'" Herethe word *there* adds nothing to the sense or meaning of the sentence. It is employed only to render more smooth and flowing the sentence in which it is found. God



307 Modifiers, as single words, or combinations of words, admit, according to their meaning, the following distinctions :

Simple form,	Principal,
Comparative form,	First Auxiliar,
Superlative form,	Second Auxiliar,
Diminutive form.	Third Auxiliar.

308 Modifiers admit, as subdivisions, the following eleven distinctions. The names of the subdivisions are sufficient definitions. Thus,

#### MODIFIERS,

*a First* ; of MANNER : as, wisely, wickedly, cheerfully, fast, slowly, swiftly, badly, kindly, sweetly, sincerely, together, alike.

*b Second* ; of TIME :

*c TIME PAST* : as, already, lately, heretofore, hitherto, long ago, long since.

*d TIME PRESENT* : now.

*e TIME FUTURE* : as, hereafter, henceforth, by-and-by.

*f TIME INDEFINITE* : as, oft, often, oft-times, monthly, yearly, then, ever, never, again, immediately, presently, instantly, yet.

*g Third* ; of PLACE : as, here, there, anywhere, no-where, somewhere.

*h Fourth* ; of TENDENCY OR DIRECTION : as, hither, thither, up, upward, down, downward, back, backward, forth, forward, hence, thence, off, away.

*i Fifth* ; of NUMBER : as, once, twice, thrice, or three times, four times, ten times.

*j Sixth* ; of ORDER : as, first, secondly, thirdly.

*k Seventh* ; Those referring to MEANS OR CAUSE : as, hereby, thereby, wherefore, therefore, consequently.

said, *let be light*, or *let light be*, would express, though in an awkward manner, the same idea.

*b There* are those who seem utterly indifferent to the wants and woes of humanity—a good, elegant expression. Omit the word *there* : ‘ Those are who seem utterly indifferent’—the perfection of awkwardness. By this we perceive how greatly the word *there* improves the sentence.

*c There* are persons in the room, who can not read or write. Here the word *there*, though having no reference to *place*, modifies very much, the meaning of the sentence : for, if we omit *there*, the sentence, now affirmative, becomes *interrogative* ; thus, ‘ Are persons in the room who can not read or write ?’

*d* The word *there*, when referring to place, always modifies the meaning of the sentence in which it occurs.

*l Eighth*; of DEGREE: as, much, little, sufficiently, greatly, enough, almost, less, more.

*m Ninth*; of DOUBT OR CONTINGENCY: as, haply, perhaps, peradventure, possibly, perchance.

*n Tenth*; of AFFIRMATION, (by way of emphasis:) as, truly, indeed, undoubtedly, doubtless, doubtlessly, certainly, really, surely.

*o Eleventh*; of NEGATION: as, not, by no means, not at all, in no wise.

#### SIMPLE FORM—*Positive Degree*.

309 The simple form of a modifier represents the time, manner, or character of one fact or event without reference to that of another; as,

James visits us *often*. Henry speaks *fluently*. Seth writes *well*.

#### COMPARATIVE FORM—*Comparative Degree*.

310 The comparative form of a modifier, or combination of modifiers, represents the time, manner, or character of one event as COMPARED with that of another; as,

George visits us *often-er* than James does. William speaks *more* fluently than Henry. Julia writes *better* than Seth.

#### SUPERLATIVE FORM—*Superlative Degree*.

311 The superlative form of a modifier, or combination of modifiers, represents one fact or event as exceeding all others in the time, manner, or character referred to; as,

Julius visits us *often-est*. Edward speaks *most* fluently. Robert writes *best*.

#### DIMINUTIVE FORM.

312 The diminutive form of a combination of modifiers represents the time, manner, or character of an event as less in degree than that which the simple form expresses; as,

Harriet writes *somewhat* often. Hiram writes *rather* elegantly.\**a*

\**a* Modifiers, as single words, have no diminutive form; for we never say, he writes elegantly-*ish*—he visits us often-*ish*.

*b* Very few modifiers have, as single words, any change of form: but the change or variation in sense, is generally caused by associating with the principal modifier, an auxiliary which affects its meaning; as, *frequently*, *more frequently*, *most frequently*, *less frequently*, *least frequently*, *somewhat frequently*, *rather too frequently*, &c. &c.

## THE DECLENSION OF MODIFIERS

313 Is varying their forms, or the forms of their combinations, to give different representations of the facts to which they refer.

314 Modifiers, like adnames, are declined by the addition of *r*, or *er*, and *st*, or *est*; by a change of the entire word, or by the prefix of *more* and *most*, *less* and *least*. Thus,

## 315 DECLENSION OF MODIFIERS.

<i>Simple form.</i>	<i>Comparative form.</i>	<i>Superlative form.</i>
Soon	sooner	soonest
Often, oft	oftener	oftenest
Fast	faster	fastest
Far	farther	farthest
Well* <i>a</i>	better	best
Ill* <i>a</i> }	worse	worst
Badly }		
Swiftly	more swiftly	most swiftly
Industriously	less industriously	least industriously

316 Names, without preceding relatives, or dependence on asserter, become *modifiers* when used to show the time, place, manner, proportion, tendency or direction, or extent of a fact or event. Thus,

NAMES.		MODIFIERS.
Yesterday	James started for London	<i>yesterday.</i>
July	Seth came home	last <i>July.</i>
Hours	Helen studied	many <i>hours.</i>
Years	Abraham lived	a hundred and seventy-five <i>years.</i>
Home	William went	<i>home.</i>
Foot	George came home	a- <i>foot.</i>
Horse }	Henry journeyed west	<i>horseback.</i>
and }		
Back }		
Piece	James sold his tape for three cents	a- <i>piece.</i> †A
Acre	Julius sold his farm for forty dollars	an <i>acre.</i>
Pound	I bought raisins for ten cents	a <i>pound.</i>
Day	Richard worked a month for two dollars	a <i>day.</i>
West	Samuel travelled five hundred miles	<i>west.</i>

\**a* *Well* and *ill* have, respectively, the same forms as modifiers, that they have as adnames.

*b* *Well*, as an adname, denoting a state of health, is *defective*, or not declinable; for, if a man is *well*, he can not become *better*.

*c* *Illy* should never be used. One might as well use *welly*!

[For Note †A, see next page.]

## PRINCIPAL MODIFIERS.\*

317 A principal modifier is one, which, of itself, modifies the meaning of the sentence, or clause of a sentence, in which it occurs; as,

James writes *well*. Julia sings *delightfully*. Sarah learns *fast*.

## AUXILIAR MODIFIERS.\*

318 An auxiliary modifier is one which is prefixed to a principal to qualify that, and, through that, to exert its modifying influence on the sentence; as,

John writes *very well*. Helen sings *most delightfully*. Jane learns *remarkably fast*.

319 Auxiliary modifiers, like auxiliary adnames, are called First, Second, and Third, according to their nearness to, or distance from, the principal; (as may be seen below.)

320 Principal modifiers, like principal adnames and asserters, may be used *without* auxiliars, or may have *one, two, or three* auxiliars. Thus,

	Third Auxiliars.	Second Auxiliars.	First Auxiliars.	Principals.
I. James walked				FARTHER than Julius.
James walked				<i>ten miles</i> FARTHER.
James walked				<i>more than ten miles</i> FARTHER.
James walked				<i>much more than ten miles</i> FARTHER.

321 Modifiers, Adnames, and Asserters are strikingly similar with respect to their distinctions and use as principals and auxiliars. Thus,

[For reference †A, see preceding page.]

†A *A* and *piece*, have the same meaning when apart or separate, as when united by a hyphen, [-] as *a-piece*; being used only to modify the meaning of the sentence describing the sale, indicating that the articles mentioned were individually, separately, singly, respectively, sold for the sum described. So is it with the words, *an acre, a pound, a bushel, a rod, a day, &c.* &c—the words, *a day*, as here used, meaning the same as *daily*—he worked a month for two dollars *daily—a day*.

B Words *must be parsed* according to their *meaning and relation*, (to other words,) unitedly considered.

C Custom, in the printing art, has introduced the hyphen [-] between *a* and *piece*, used together as a modifier, and has not introduced it between the words *a* and *an*, and the names to which they refer; as, *a day, an acre*: yet, remember that the hyphen, as here used, does not change the meaning or character of the words *in the least*.

\*The *principal* was formerly called *primary*, and the auxiliary, *secondary*.



*Modifiers, Adnames and Asserters, Compared.*

	SUBSTITUTES.	AUXILIARS.	AUXILIARS.	AUXILIARS.	PRINCIPALS.	
II.	I walked				FARTHER.	} Modifiers.
	I walked			ten miles	FARTHER.	
	I walked		more than	ten miles	FARTHER.	
	I walked	much	more than	ten miles	FARTHER.	
	NAMES.	:	:	:	:	
III.	Gloves,				BLACK.	} Adnames.
	Gloves,			deep	BLACK.	
	Gloves,		remarkably	deep	BLACK.	
	Gloves,	very	remarkably	deep	BLACK.	
	SUBSTITUTES.	:	:	:	:	
IV.	I				WALK.	} Asserters.
	I			have	WALKED.	
	I		might	have	WALKED.	
	I	might	have	been	WALKING	

*Contrast of Modifiers and Substitutes.*

*a* The substitute not only stands in the place of a name, phrase, or sentence, but it also sustains, to the other words of a sentence, the same relation that would be sustained by a name; as, I saw John yesterday and conversed *with him*—*with John*. Here it is seen that the substitute, *him*, depends on the relative *with*, just as the name *John* depends on the relative—I conversed with *John*—I conversed with *him*. Yet,

• *b* Though a modifier may stand to represent the meaning of a phrase, it *never has* the same *relation* and dependence that a name would have. Thus, I was in Utica yesterday, and saw John *there*. Here it is seen that the word *there*, has the *meaning* of the name *Utica* and the word *in*; but the word *there* does not have the same *relation* and dependence that the name would have: for when I use the name *Utica*, I must use the relative *in*, for the name to depend on; but when I use the modifier *there*, I may not use the relative *in*. Thus, I may say, I saw John *in Utica*, but I may not say, I saw John *in there*.

*c* Remember, then, that a word, to be a *substitute*, according to the definition of a substitute, must not only express the mean-



ing of a name, phrase, or sentence, but must stand, *in relation* to the other words of the sentence, just as a *name* would stand.

*d* ¶ The reason of this contrast's being given, is, that the *modifiers* of time and place, and the simple *substitutes*, approach nearer each other, than any other two parts of speech; and pupils often fail to distinguish one from the other, on account of their *similarity*. Yet, if the pupil will *try* a name in the place of the word of which he is in doubt, his perplexity will be removed; for a name can never make good sense, as a name, in the place of a mere modifier, though it will make good sense in the place which is occupied by any simple substitute representing either *time* or *place*.

### *Different uses of Modifiers.*

*a* A modifier always has a general reference to the sense of the entire sentence, or clause, in which it occurs; but it has, usually, a more *particular* reference to some word or association, than to another. Thus, 'James is *not* at home.' Here the modifier refers, directly and plainly, to the name James, denoting the person of whom the remark is made: it refers, also, to the asserter *is*, as a part of the expression; but it throws its *chief* modifying influence upon the meaning of the two words *at home*. I do not mean that James *is not*; but I mean that he is not *at* (not *near*) *home*—(not another place.) My only object in speaking of the man at all, is to deny his being *at home*. The modifier is always intended to carry out the chief intention of the speaker or writer. [See XLIV-V-VI of the Lecture.]

*b* ¶ A mere modifier never represents a fact or event. Other words do that. A modifier lends its aid to qualify, limit, extend, or deny what other words express as a fact. It may express a variety of shades of meaning with respect to what other words represent. Thus—The eagle soared. The eagle soared *high*. The eagle soared *sublimely high*. The swallow flew *low*. The swallow flew *very low*. James worked *well*. He worked *remarkably well*. I walked *far*. James walked *very far*. John went *farther*. Henry went *much farther*. Julius went *less far* than I. Seth reads *much*. Julius reads *little*. George reads *less*.

*c* Julia sings *well* at church. *Well*, as here used, has a particular reference to the sense of the asserter *sing*, but it qualifies the fact of singing in the circumstance described—*at church*. George says Julia does *not* sing well at church. *Not*, as here used, is intended, not to deny that Julia sings, [this very sentence is an admission that she does sing, and sing at church:] but to deny what the qualifying, commending term, *well*, otherwise expresses, and carries the ideas back beyond what would be expressed without qualification. If I say, "she sings at church," I neither *praise*, nor *dispraise* the performance: but when I use *not*, apparently only to undo the *praise*, I really *dispraise* the action. [Turn back and read, in the Lecture, what is said of the modifier. See also Rules of Syntax.]

*d* Modifiers are sometimes used as asserters; as, "Charge! Chester: charge! On! Stanley: on!" "Up! or freedom breathes her last!"

Down with }  
Lower } the boat!

A modifier and a relative used together as an asserter, in the commanding mode *absolute*.

## Questions on Modifiers.

What is a modifier ? 306. What is said of the modification of *sound*, in \**a* ? What is said of the word *there*, in *b* ? in *c* ? in *d* ? What distinctions do modifiers admit ? 307. What distinctions, in their subdivisions, do they admit ? 308, letters *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o*. What is the simple form of a modifier or combination of modifiers ? 309. What is the comparative form ? 310; the superlative ? 311 ; the diminutive ? 312; What is taught by \**a* ? by *b* ?

What is the declension of modifiers ? 313. What is taught by 314 ?—Recite or read the examples given in 315. What is said of *well* and *ill* ? \**a*, p 184; of *well* ? *b*; of *illy* ? *c*. What is a principal modifier ? 317 ; an auxiliar ? 318. What is said in 319 ? in 320 ? What is taught by 321 ? See diagrams I, II, III, IV. How many auxiliars do you find in connection with a principal *modifier* ? I, II. How many with a principal *adname* ? III. How many with a principal *asserter* ? IV. What is said in *a*, of the *Contrast of Modifiers and Substitutes* ? p 186. What is taught by *b* ? by *c* ? by *d* ? What is taught by *a*, of the *Different uses of Modifiers*, ? p 187. by *b* ? *c* ? *d* ?

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## EXERCISES IN PARSING.

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1 Julia studies attentively at school. 2 George learns faster than William ever learned. 3 James started for London yesterday. 4 Seth came home last July. 5 Helen studied many hours. 6 Abraham lived a hundred and seventy-five years. 7 William went home. 8 George came home afoot. 9 Henry journeyed west horseback. 10 James sold his tape for three cents a-piece. 11 Julius sold his farm for forty dollars an acre. 12 Harriet is certainly my friend. 13 Samuel is not in New York. 14 John is assuredly an orator.

1 ATTENTIVELY is a *modifier*, of manner, in the simple form, (declined in combination : Simple, *attentively* ; Comparative, *more attentively* ; Superlative, *most attentively* :) principal, qualifying or modifying the meaning of the sentence in which it occurs, but having a particular reference to the asserter *studies*.

2 FASTER is a *modifier*, of manner, in the comparative form : (declined : Simple, *fast* ; Comparative, *faster* ; Superlative, *fastest* ;) principal, modifying the meaning of the sentence, but referring particularly to the asserter *learns*.

3 YESTERDAY is a particular name, used here as a *modifier*, of time, only to qualify the entire fact referred to, telling when this fact occurred.

4 LAST, as here used, is a definite specifying *adname*, belonging to the word *July*, as a mere name : yet,

JULY is a particular name, (of one month distinguished from the other months,) but here used with the word *last*, as a *modifier*, of time, principal, qualifying the entire fact referred to.

5 MANY is an indefinite specifying adname, belonging to the word *hours*, as a mere name ; but,

HOURS, is a name, (plural of *hour*,) used here, with the word *many*, as a *modifier*, of time, principal, qualifying the fact of Helen's studying. [*Alone*, is a modifying adname, belonging to the name *Helen*.]

6 A is an indefinite specifying *adname*, belonging to, and depending on, the word *hundred*, as a mere name ; (of a number :) yet the phrase

*A hundred and seventy-five*, taken together, is an *adname*, specifying, numeral, belonging to, and depending on, the word *years*, as a mere name : yet the word

YEARS is a name, (plural of *year*,) and here used with the phrase *a hundred and seventy-five*, as a *modifier*, to qualify the fact mentioned—to show how long Abraham lived.

7 HOME is a name, used, here, as a modifier of place, modifying the sentence, or qualifying the entire fact of William's going—showing where he went.

8 A-FOOT is an adname, [*a*,] and a name, [*foot*,] used in a combination as a *modifier*, qualifying the entire fact mentioned—showing *how* the man came home. [The hyphen (-) uniting the two words, *a* and *foot*, adds nothing to the sense. The hyphen is put there *now*, only because it has been put there so long. So is it with the word *a-piece*.]

9 HORSEBACK is a name, (formed by the union of the two names, *horse* and *back*,) used here as a *modifier*, modifying the meaning of the sentence in which it occurs—showing how the man travelled west.

10 A-PIECE is parsed like *a-foot*. [See 8, above.]

11 AN is an indefinite specifying adname, belonging to, and depending on, the word *acre*, as a name—yet, the word

ACRE is parsed in combination with the word *an*, as a *modifier*, just as much as though the two words were united by a hyphen : [*an-acre*, *a-foot*, *a-piece*,] and are used only to qualify the fact of the man's selling his farm.

12 CERTAINLY is a *modifier*, of affirmation or emphasis, principal, referring to the whole sentence, but qualifying, particularly,

the words *my friend*. [I do not affirm so positively that Harriet *is*, merely, but that she is certainly *my friend*.]

13 NOT is a *modifier*, of negation, referring to the whole sentence, but more particularly the words in *New-York*. [I do not wish to deny that Samuel *is*. I know he *is*, for he is with me: I wish to deny only that *he is in New-York*.]

14 ASSUREDLY is a *modifier*, of affirmation or assurance, of emphasis, referring generally to the words *John* and *is*, but throwing its chief modifying influence upon the name *orator*, denoting the trait of character, to express which, is my only object in mentioning the man at all.

### LESSON XXXIII.

Henry writes elegantly, when striving, before his tutor, to excel his cousins. John: Helen sings melodiously at church. Seth behaved very awkwardly at the social concert. Maria's friend accosted me very civilly, and kindly invited me to his house. Time flies rapidly, and should therefore be diligently improved.

### LESSON XXXIV.

James went home last night, at twelve o'clock. His father rose and let him in. He sat some time, and finally explained the cause of his having been out so late. His father reprimanded him mildly; and at length allowed him to retire to rest.\*

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## RELATIVES—PREPOSITIONS.

322 A relative is a part of speech used to show the relation of an event to an object, or of one object to another; as,

I went *to* Utica *in* Oneida county. Helen walked *across* the street.—George resides *in* New-York *on* Manhattan island.

323 Relatives, according to their meaning and reference, admit the following distinctions:

Principal,	They are also called,
First Auxiliar,	<i>Adname Relatives,</i>
Second Auxiliar,	<i>Modifying Relatives,</i>
Third Auxiliar.	<i>Independent Relatives.</i>

### PRINCIPAL RELATIVES.†

324 A principal relative is one which, of itself, shows the

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\**Night, in, time, finally, out, late, mildly, and at length,* are all principal modifiers.

† *Principals* were formerly called *primaries*.



relation of an event to an object, or of one object to another; as,

Jane bought a book *of* Henry Williams, *for* her brother, *at* school, *near* Boston. I went *to* London *for* my library. Seth resides *beyond* Rome.

## AUXILIAR RELATIVES.\*

325 An auxiliar relative is one which is prefixed to a principal, to qualify the sense expressed by the principal; as,

James went *almost* to London. Seth resides *far* beyond Rome. Harriet met her father *very* near the city.

## 326 TABLE OF THE PRINCIPAL RELATIVES.

About	Before	Into	Subsequent to
Above	Behind	Instead of	Since
Across	Below	In lieu of**	Throughout
According to	Beneath	In relation to	Till
Aboard	Beside	In spite of	To
Aboard of	Betwixt	Near	Toward
Ahead of	Between	Next	Towards
After	Beyond	Nigh [ing	Touching
Against	Besides	Notwithstanding	Through
Along	But for	Of	Under
Amid	By	Off	Underneath
Amidst	Concerning	Opposite	Unto§
Among	Down	Out of	Until
Amongst	During	On to†	Up
Around	Devoid of	Past	Upon
Aslant	Due	Per [by, or	With
Athwart	Ere	through]	Within
Astride	For	Previous to	Without
As for	From	Prior to	With respect to
As to	From between†	Respecting	With regard to
At	In	Round	Via,[by way of]

327 *Independent Relatives*: But, except, excepting, save, saving.

328 Auxiliar relatives, like auxiliar adnames and modifiers, are

\* *Auxiliars* were formerly called *secondaries*. \*\* *Vice* is used in this sense.

† Other relatives may be joined to express a two-fold relation; as, the dog came *from under* the house.

‡ *On to* has been long and properly used as a relative; though it has never before been recognized as one, and allowed its place in the list. It is better to say, 'the child fell from the chair *on to* the floor,' than to say, 'the child fell from the chair *upon* [up-on] the floor'—for he did not fall *up*—but *down to* and *on* the floor. [See Syntax.]

§ This word should never be used. It weakens the grave style; and is intolerable in any other.



called First, Second, and Third, according to their nearness to, or distance from, the principal.

329 Principal relatives, like principal asserters, adnames, and modifiers, may be used without auxiliars, or may have *one, two, or three* auxiliars. Thus,

	Third Auxiliar.	Second Auxil.	First Auxil.	Princip.
I. James is				BEYOND Boston.
James is			<i>two miles</i>	BEYOND Boston.
James is		<i>less than</i>	<i>two miles</i>	BEYOND Boston.
James is	<i>considerably</i>	<i>less than</i>	<i>two miles</i>	BEYOND Boston.

330 Relatives, modifiers, adnames, and asserters, are strikingly similar in their distinctions, as principals and auxiliars, and in the number of their auxiliars; principals of each of these four parts of speech being allowed three auxiliars. Thus,

*Relatives, Adnames, Modifiers, and Asserters, Compared.*

	NAMES.	AUXILIARS.	AUXILIARS.	AUXILIARS.	PRINCIPALS.	
	:	:	:	:	:	
II. James is					BEYOND	} Relatives.
James is			<i>two miles</i>		BEYOND	
James is		<i>less than</i>	<i>two miles</i>		BEYOND	
James is	<i>considerably</i>	<i>less than</i>	<i>two miles</i>		BEYOND	
SUBSTITUTES.	:	:	:	:	:	
III. I walked					FARTHER.	} Modifiers.
I walked			<i>ten miles</i>		FARTHER.	
I walked		<i>more than</i>	<i>ten miles</i>		FARTHER.	
I walked	<i>much</i>	<i>more than</i>	<i>ten miles</i>		FARTHER.	
	NAMES.	:	:	:	:	
IV. Gloves,					BLACK.	} Adnames.
Gloves,			<i>deep</i>		BLACK.	
Gloves,		<i>remarkably</i>	<i>deep</i>		BLACK.	
Gloves,	<i>very</i>	<i>remarkably</i>	<i>deep</i>		BLACK.	
SUBSTITUTES.	:	:	:	:	:	
V. I					WALK.	} Asserters.
I			<i>have</i>		WALKED.	
I		<i>might</i>	<i>have</i>		WALKED.	
I	<i>might</i>	<i>have</i>	<i>been</i>		WALKING	

*Principals and Auxiliars.*

331 Let the learner remember that though each of the four parts of speech, named in 330, may have one, two, or three auxiliars, yet that all words of each class may not have the same number of auxiliars as other words of the same class.\*a

\*a This is seen in the fact that the *meaning* of certain words will not allow the same extent and variety of qualification as that of other words—for, though I may say, “I *WOULD* *beware* of a false friend,” using the principal asserter *beware* with the *one* auxiliar *would*; yet I may not say, “I *MIGHT HAVE BEEN* *bewaring*”—using the improper word *bewaring* with *three* auxiliars. I may say, “James is *PERFECTLY* *quiet*”—using the principal adname *quiet* with the *one* auxiliar *perfectly*; but I may not say, “James is *VERY PERFECTLY* *quiet*”—as the meaning of the word *quiet*, with *perfectly*, as an auxiliar, will not admit so many qualifications. I may say, “John understands me *perfectly*,” but I may not say, “John understands me *VERY perfectly*”—as the meaning of the principal modifier, *perfectly*, admits no qualification. I may say, “James is *VERY* *near* me”—but I may not say “James is *VERY* *REMARKABLY* *near* me”—for there is nothing *remarkable* in the fact of his being near me.

b ¶ The four diagrams, under 330, exhibit a fixed and beautiful trait in both *language* and the *constitution* of the *mind*. In the use of words to modify the meaning of sentences, or to qualify existence, facts, objects, or relations, one word, (the principal,) may be used to express the idea intended; but no principal, thus used, may have more than three auxiliars to assist in varying its meaning.

c ¶ This trait in language is but the adaption of language to a principle fixed in the human mind which allows but three stages of magnifying, diminishing, or varying the expression of any one idea.

d Two stages or steps may not always give the full force—three give the climax of representation, and fix the limit beyond which the mind refuses to advance: the fourth step, if taken, must deaden, instead of kindling, emotion—must prevent, instead of producing, effect—this being but the result of the violence done to the constitution of the mind. Speakers and writers should carefully avoid the fourth step, which, taken, would be but passing “from the *sublime* to the *ridiculous*.”

e The language abounds with examples in which the climax is reached by expressing the same idea twice, or at most, three times, in immediate succession, by the same word: but no instances can be cited, in good composition, in which the word is thus employed more than three times. Thus,

I. Away—*away*! my breath was gone,  
I knew not where we hurried on—  
'Twas\* scarcely yet the dawn of day—  
But on he foamed—away—*away*!—MAZEPPA.

II. We gain the top—a boundless plain  
Spreads through the shadows of the night—  
And onward—*onward*—ONWARD! seems  
Like precipices in our dreams.—IB.

III. And one cried to another saying “holy—*holy*—HOLY! is the Lord of hosts.”—BIBLE. [Note continued on next page.]

\*It was.

## ADNAME RELATIVES.

332 An adname relative is one which acts the part of an ADNAME and a RELATIVE, at the same time ; as,

James is *like* Henry, but *unlike* George. The money was *due* Samuel last week.\**a*

## MODIFYING RELATIVES.

333 A modifying relative is one which acts the parts

[*Note continued from last page.*]

IV. And they rest not day or night—saying, “ holy—*holy*—**HOLY!**—Lord God Almighty.”—**IB.**

*f* This principle is often illustrated by popular assemblies, in giving vent to their gladsome emotions, or in tendering their applause of men or actions—they give “ *three cheers*,” or “ *three times three*”—in the latter case, each “ *three cheers*” being considered as one tender of applause ; and the last three, as the climax of the whole series.

\**a* When I say, “ Henry is tall, and James is *similar*,” it is seen that the word *similar* is a mere adname, showing, only, as a quality of James, what is a quality of Henry—his tallness. When I say, “ James is *similar* to Henry,” the word *similar* is a mere adname, and the word *to* a mere relative, showing the relation of the man *James*, as described, to the man *Henry*—yet,

*b* When I say—“ James is *like* Henry,” the word *like* is seen to be a full adname ; used, like *similar*, to describe the man James by comparing him with Henry, whose character, (in the quality referred to,) is known or admitted : and, at the same time, *like* is seen to be a full relative, used, like the word *to*, to express a relation of one person to the other in regard to the quality mentioned. I repeat,

<i>c</i> James is	$\left\{ \begin{array}{l} \text{like} \\ \text{similar to} \end{array} \right\}$	Henry.	<p>From this, it is seen that the word <i>like</i> is equal, (in meaning and relation,) to the adname <i>similar</i>, whose meaning it represents, and equal also to the relative <i>to</i>, whose meaning it expresses, and whose place it most admirably fills. Like <i>similar</i>, it expresses comparison ; and, like <i>to</i>, it shows relation and admits the word Henry in the objective case after it, and depending on it.</p>
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*d* When I say, “ The money is now *due*,” the word *due* is a mere adname, showing a trait or characteristic of the money, as *due* money—and,

*e* When I say, “ The money was *due*, last spring, to the different members of the family,” the word *due* is a mere adname, and the word *to* a mere relative : yet,

*f* When I say, “ The money was *due* Samuel last week,” (not having any word or phrase between the word *due*, and the name of the object,) the word *due* means just as much as the two words *due* and *to* would mean, if used. This shows the word *due* to be in *meaning* and *influence*, a full adname, and a full relative—an adname relative.

*g* [These remarks are deemed sufficient as a general description of this class of words.]

of a MODIFIER and a RELATIVE, at the same time; as,

James walks *like* Henry, but *unlike* George. Samuel did the work *according to* his instructions.\*a

#### INDEPENDENT RELATIVES.

334 An independent relative is one which represents the latter object to which it relates, as being INDEPEND-

\*a When I say, "Henry walks gracefully, and James walks *similarly*," the word *similarly* is seen to be a mere *modifier*, qualifying the fact of James' walking. When I say, "James walks *similarly to* Henry," the word *similarly* is seen to be a mere *modifier*, and the word *to*, a mere *relative*, showing the relation of the fact of James' walking, (as described,) to the fact of the walking performed by Henry—yet,

b When I say, "James walks *like* Henry," the word *like* is seen to be a full *modifier*, like the word *similarly*, and a full *relative*, like the word *to*. I repeat,

c 'James walks  $\left\{ \begin{array}{l} \text{like} \\ \text{similarly to} \end{array} \right\} \text{Henry}.'$  Here the word *like* qualifies, not the *man*, (as in the example of the adname relative,) but the fact or event of the *man's walking*. So far it acts the part of the *modifier similarly*: The word *like* also shows, like the word *to*, the relation of the event described to another event referred to by the use of the name *Henry*, used in this connection. So far it acts the part of a *relative*.

d The word *like*, in the diagram c, has the full meaning and influence of the *modifier similarly*, and of the *relative to*—It is a *modifier* and a *relative*—a *modifying relative*.

e When I say, "Samuel received his instructions, and did the work *accordingly*," the word *accordingly* is a mere *modifier*, qualifying the fact of Samuel's doing the work—but,

f When I say, "Samuel did the work *according to* his instructions," the word *according* may not be separated from its associate word *to*. Both must be used together, or as a combination, as a *modifying relative*; the *modifying* part of the combination being in the word *according*, and the *relative* part in the word *to*. The two words may not be separated without destroying the sense—they must be parsed together as one part of speech—as a *relative*—as a *modifying relative*.

g *Previously*, *subsequently*, *independently*, and some other modifiers, derived from adnames by adding *ly*, lose their last syllable in being joined with mere relatives, to constitute modifying relatives; as, *previously*, *previous to*—I started *previous to* John's return, &c.

h The learner should be careful to notice that a word or phrase is an *ad-name relative* if it qualifies an *object*, and shows relation; as, 'JAMES is *like* Henry'—and that the word or phrase is a *modifying relative*, if it qualifies an *event* or *fact*, (something *done*,) while it shows relation; as, 'JAMES WALKS *like* Henry.' [In the first example, *like* qualifies an *object*, by comparing one with another—in the last it qualifies an *event*, by comparing one with another.]



ENT of, or separate from, the fact or event mentioned; as,

All of the family, *except* Helen, went to Niagara Falls. None of the cousins, *but* Maria, attend school.\**a*

335 Relatives may be used in so absolute a sense, as not to depend on any preceding sentence expressing a fact or event; as,

O! *for* a lodge in some vast wilderness. *As to* the traveller's death; it was, most likely, caused by his being thrown from his carriage. *As for* me and my house, we will serve the Lord.†

### 336 ADDITIONAL RELATIVES.

Like	Inside	Alongside
Unlike	Inside of	Alongside of
Than	Outside	For all
Worth	Outside of	Despite.

These are used as relatives in addition to what are given in the *tables of relatives*. Thus,

I will do that, *for all* you. I rode inside (*within*) the stage. We came *alongside* the ship.

\**a* The independent relatives are so named because they represent the latter objects to which they refer, as being *independent* of, and unconnected with, the event or fact in relation to which they are mentioned—thus,

*b* When I say, of a certain family, ‘All of them went to Niagara falls,’ I include every member of the family in the remark—yet,

*c* Suppose this family to consist of five persons, the name of one of them being *James*. Then, when I say, ‘All of the family, *but* James, went to Niagara,’ I mean that *four* of the five went. The word, the independent *relative, but*, excludes, from the remark, the person of James. The name *family*, as used, means *five* persons, of *four* of whom I affirm that they went. It may stand thus:

*d* All of the family ☞ went to Niagara falls—[*Five* went.]

*e* All of the family } ☞ went to Niagara falls—[*Four* went]—the inde-  
                                   *but*  
                                   James, }

pendent relative *but*, representing the man *James* as being independent of, separate from, or unconnected with, the fact affirmed—representing the man *James* as not being one of the travelling party. Having mentioned the family, I except or take out the man James, before I describe the event of which he was independent—with which he was unconnected. [I do not mean as the *old theorists* teach—that all of the family went to Niagara falls, but that James, (one of the family,) did not go to Niagara falls.] By mentioning the family of *five* and excepting the *one* who did not go, I describe the travelling party; and having described the party, I affirm of them, what they did.

*f* I saw all the family } —that is, I saw *four*, of the family of *five*.  
                                   *except*  
                                   James. }

†In the first example, *for* refers to the exclamation *O*, and shows the relation of the *desire*, expressed by the whole phrase, to the object desired.



## Questions on Relatives.

What is a relative ? 322. Give examples. What distinctions do they admit ? 323. What is a principal relative ? 324. What is an auxiliary relative ? 325. What words are used as relatives ? 326, 327, 335. What is said of *unto* ? § p 191. What is taught by 328 ? by 329 ? by 330 ? Give examples of a principal of each of these four parts of speech used without an auxiliary—used with one auxiliary—with two auxiliaries—with three.

What is taught by 331 ? by note *\*a* ? by *b* ? *c* ? *d* ? *e* ? Give the examples in I, in II, III, IV. What is said in *f* ? What is an adname relative ? 332. Give examples. What is taught by note *\*a* ? *b* ? *c* ? *d* ? *e* ? *f* ? *g* ? What is a modifying relative ? 333. Give examples. What is taught by note *\*a* ? by *b* ? *c* ? *d* ? *e* ? *f* ? *g* ? *h* ? What is an independent relative ? 334. Give examples. Why are they so named ? *\*a*. What is taught by *b* ? by *c* ? *d* ? *e* ? *f* ? What is taught by 335 ? Give examples. What words are sometimes used as relatives, in addition to those given in the table on page 191 ? See 336.

## EXERCISES IN PARSING.

### LESSON XXXV.

“Our youth is like the dream of the hunter on the hill of heath. He sleeps in the mild beams of the sun. He awakes amidst the raging storm. Red lightnings fly around him. Trees shake their heads to the wind. He looks back with joy to the hour of the sun and the pleasant dreams of his rest.”

*LIKE* is an *adname relative*, principal,\* used to qualify youth, as a period of life, by comparing it with the dream to which *like* shows its relation.

*DREAM* is a *name*, general, neuter, of the third person, in the singular form, in the objective case, referring to, and depending on, the relative *like*.

*OF* is a *relative*, showing the relation of the dream, as mentioned, to the hunter to whom it pertains—the dream belonging or pertaining to the person, the hunter.

*ON* is a *relative*, showing the relation of the hunter, as mentioned, to the hill or elevation of ground described, that he is on.

*OF* is a *relative*, showing the relation of the hill, as mentioned, to the heath or shrubbery with which it is covered.

*IN* is a *relative*, showing the relation of the beams, as men-

\*The distinctions of relatives as principal and auxiliary, need not be mentioned after the pupil has become familiar with the distinctions; except where principals and auxiliaries are both found in connection.



BEYOND is a *principal relative*, showing the relation of Mr. Hammond's partner's residing, to the city, as the object referred to.

MORE THAN, as a combination, is an *auxiliar relative*, (second auxiliar,) qualifying the first auxiliar, *two thousand feet*, and through that, the principal relative *above*, and belonging with the first auxiliar, to the principal *above*, on which, with the first auxiliar, it depends.\*

TWO THOUSAND FEET is an *auxiliar relative*, (first auxiliar,) qualifying the principal relative *above*, and belonging to, and depending on, the principal.†

ABOVE is a *principal relative*, showing the relation which the fact of the balloon's ascending, bore to the top or summit, of the mountain.

FROM BETWEEN is a *relative phrase*, or *relative*, expressing a two-fold relation, or the relation which the dog's coming, bore to both the house and the barn. [The dog did not come from the house, or from the barn.] He was not *at*, or *by*, either of them : But he came

from between the  $\left\{ \begin{array}{l} \text{house} \\ \text{and} \\ \text{barn.} \end{array} \right.$

THAN is a *modifying relative*, aiding to express comparison, and, at the same time representing the object, (the *fame* of the man,) as being *related* to the fact or circumstance expressed by the sentence. Like any other relative, it has the name (*fame*) in the objective case after it and depending on it. [*Than* usually denotes the *exclusion* of the object referred to ; but, as here used, it denotes its *inclusion*.] See Rule XIV, Part 4.

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\**More than*, as a phrase, must be parsed together, from the fact that either word, as used, would be perfect nonsense alone, or without the other ; as, 'The balloon ascended *more* — two thousand feet'—or '— *than* two thousand feet,' &c. while, 'The balloon ascended *more than* two thousand feet above,' &c. would be perfect sense—which shows that the phrase *more than*, (as, also, *less than*,) thus used, must be parsed as one part of speech ; as much as though they were joined by a hyphen.[-]

†*Two thousand*, considered separate from, yet as relating to, the word *feet*, is an *adname*, belonging to the name *feet* : but, as here used, the whole phrase *two thousand feet* must be parsed together, as above : for, to say, 'The balloon ascended two thousand — above the summit,' &c. (without telling two thousand *what*,) would be nonsense—though it is perfect sense as it stands in the example, as first given. This shows that the phrase of three words, must be parsed together as one part of speech.

## LESSON XXXVII.

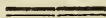
My uncle took with him to Trenton Falls, all his children, except Sarah, who was at school in Auburn. James stood very near the elephant ; and John was almost under him. The evils, like the blessings, of this life, appear vast at a distance from us : yet to the weak and timid, those blessings diminish, and those evils increase, as they approach.

## LESSON XXXVIII.

“ Look not on the wine when it is red ; when it giveth its colour in the cup ; for, in the end, it biteth like a serpent, and stingeth like an adder.— It will lead thee into destruction, and cause thee to utter perverse things. Thou wilt be like him who lieth down in the midst of the sea.”

## LESSON XXXIX.

Hope and fear hold alternate sway in the human mind. When we are in prosperity, we fear coming reverses of fortune which may plunge us into distress. When we are in the depths of adversity, we naturally hope for future good. When Hope is lost in certainty of possession, Fear begins her part. When Fear's worst scenes have been entered, Hope shows her golden light.



## CONNECTIVES—CONJUNCTIONS.

337 A connective is a part of speech used to connect mere words and sentences ; as,

John *and* Julia are happy, *because* they are good. Seth went to church, *but* Henry remained at home.

338 Connectives are of three kinds : *Simple*, *Adname*, and *Modifying*.

## SIMPLE CONNECTIVES.

339 I. A simple connective is one which merely connects words or sentences :

II. It connects, but expresses no distinct, additional idea ; as,

James *and* John are at school. Seth owns the carriage, *but* I use it. I told George *that* he must go home.\**a*

\**a* There are those who believe the word *that*, as here used, to be a *substitute*, a representative of the ideas expressed by the sentence following it. This, however, is mistaking the structure of the language : for, if the word *that* was to be regarded as a substitute, it should be superseded by the word *this*, followed by a colon ; as, I told George *this* : he must go home.

*b* The fact that the word *that* is sometimes used after the sentence describing the event to which the word *that* refers, proves nothing ; for, by being differently used, it may become a different part of speech. Thus, George must go home. I told him *that*. [Even here the word *that* is im-



## ADNAME CONNECTIVES.

340 I. An adname connective is a phrase acting the parts of an ADNAME and a CONNECTIVE, at the same time:

II. It has the qualifying sense of an ADNAME, and joins words like the mere CONNECTIVE ; as,

George is *as old as* Seth. James is *as well as* Henry ever will be.\*a

properly used in the place of *this*; as, George must go home. I told him *this*: that is, the fact just mentioned and now under consideration.]

c The word *that* may be used as a *connective* immediately after the word *this*, as a substitute ; (which fact shows that the word can not, when thus used, be a substitute :) as, I told John to remember *this* ; *that* Henry and himself must return with me in the morning. No one will deny that this sentence is correct ; or contend that the word *that*, as here used, is a *substitute* : and no one, having admitted that it is a *connective*, as here used, will long believe that it is a *substitute* in sentences in which it expresses no distinct idea, but merely connects two sentences ; as, “ This was said in proof *that* the prisoner was absent.” I told George *that* he must go home.

d ¶ A simple connective never expresses a distinct idea in addition to what the words, connected, express ; as,

John is at home *and* Henry is at school.

John is at home — Henry is at school.

Here it is seen that the last line expresses the same, exactly, that is expressed by the first line ; and that the word *and*, expressing no *additional* idea, merely connects the words which do mean something.

e I told George *that* he must go home.

I told George — he must go home.

Here it is seen that the word *that* expresses no additional idea—but merely connects the two sentences expressing the two events. It is a mere *connective*—a *simple connective*.

\*a In the first example, the leading traits of the phrase, *as old as*, are its adname or qualifying influence, directed towards the person *George*, as compared with *Seth* ; and its connective influence, seen in its connecting the name *Seth*, with the name *George*—but,

b Though we may parse the whole phrase, *as old as*, together, as an adname connective phrase—an *adname connective*, yet, in parsing separately, the words composing the phrase, the first word, *as*, must be called what it is seen to be, an auxiliar adname, qualifying the principal *old*, and belonging, with that, to the name *George* : the word *old* being a principal adname belonging to the name *George*, and the last *as*, a modifying connective, joining the name *Seth* to the foregoing name, and, at the same time, instituting a comparison of the two persons in reference to the quality, (of age,) mentioned by the adname *old*.

c From this it is seen, that the phrase *as old as* combines the three characteristics of adname, connective, and modifier—yet, in parsing the phrase, as a whole, it may be named from its more prominent and apparent traits, an *adname connective* phrase, an *adname connective*—the *modifying* trait



## MODIFYING CONNECTIVES.

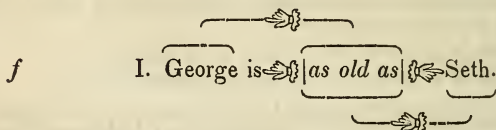
341 A modifying connective is one which acts the parts of a modifier and a connective, at the same time ; as,

I saw James *where* Henry had left him. Hannah was singing *when* Julia came in. Seth slept *while* Charles was writing the letter. I started for New York *the instant* George returned from Boston.\*a

not being fully and clearly developed till we come to parse the words *individually*.

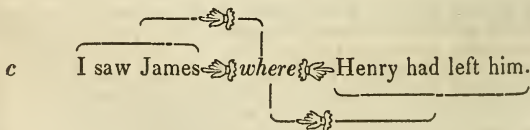
d The phrases *as well as*, *as high as*, (when comparing *objects*, not *facts*), *as good as*, *as new as*, and similar ones, are to be disposed of in the same general manner.

e In the phrases *as old as*, *as good as*, &c. the qualifying influence is graded or regulated by the reference of the phrase to the name or expression following it. The phrase takes its degree or amount of qualifying influence from the last named person or thing, and applies it to the first—the *last* named, being the standard by which we fix the character of our conceptions of the *first*. Thus,



\*a When I say—"I told James to stop," I use a perfect sentence. When I say, "I told James *where* to stop," the sentence is perfect, and the word *where* a mere *modifier*; not used at all for the purpose of connecting, but merely to qualify the fact of James' stopping. [*When* may be used in the same manner]—yet,

b When I say, "I saw James *where* Henry had left him," I connect, by *where*, the two simple sentences, thereby forming them into one compound sentence : 'I saw James,' being one simple sentence, and 'Henry had left him,' another : the word *where* uniting them, and, at the same time deriving its own meaning and influence from the *last* sentence, and by this meaning and influence qualifying the sense of the *first* sentence. Thus,



d Here the last sentence marks the place in which the other event is represented as having occurred.

e The other words of this class act their parts in the same general manner. Thus,


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

## TABLES OF THE CONNECTIVES.\*


## 342 SIMPLE CONNECTIVES.

And  
As well asBut  
StillThat†  
Yet.



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
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

*f*      I shall go home  when  the sun sets.

—  —

*g* Here it is seen that the sentence ‘*the sun sets*,’ marks, definitely, a particular moment, and the word *when*, deriving its definiteness from its reference to that moment, qualifies, by its meaning thus gained, the sense of the sentence before it ; showing when the event of my going home is to take place. The word *when*, while connecting the two sentences, derives its influence from its reference to the *last* sentence, and exerts this influence on the first sentence.

*h*      I came home  before  John returned.

—  —

*i* I started for New-York  the instant  James returned home.

*j* Suppose the question should stand thus, “Where did you see James?” The answer would be, “Where Henry had left him”—the last mentioned event giving the only definition of the *place* of the other event. The same mode of questioning may be adopted in reference to the other modifying connectives, indicative of time and place.

*k* These words *connect* and *modify* just as much when standing before both sentences, as when standing between them ; as, *When* the sun sets, I shall go home.

*l* *As well as* is used variously—sometimes as a *simple* connective—sometimes as a *modifying* connective :

I. James can read Latin *and* Greek.

II. James can read Latin *as well as* Greek.

III. James can read Latin *as well as* he can Greek.

*m* Here, in the *first* example, the word *and* merely *connects*. It adds nothing to the sense. In the *second* example, the phrase *as well as*, like *and*, connects the two names *Latin* and *Greek*, and like *and*, it expresses no distinct, additional idea ; though it seems to indicate that the hearer or

\*These tables include most of the mere words, used as connectives ; yet as phrases, like *as high as*, *as good as*, *as fast as*, &c. may be increased indefinitely in number, they are omitted.

†*That*, when meaning nothing, but merely connecting, is a simple connective ; but when meaning *time*, and connecting sentences, it may be a modifying connective ; as, James died in the morning of the day that I returned from Boston.

## 343 MODIFYING CONNECTIVES.

As	Lest	The instant	When
As well as*	Neither—nor	The moment	Whenever
After	Not	Till	Where
Although	Or	That†	Wherever
Because	Provided	Than	While
Before	Rather than	Though	Whilst
Either—or	Since	Until	Whether—or
If	Seeing that	Unless	Whereby
In case	So	What though	Wherein

reader understood, already, that the subject of remark can read *Greek*, and that the purpose in speaking is only to mention that he can read *Latin*, also : yet, in the *second* example, as in the first, there is no comparison expressed : but, by *as well as*, in the *last* example, (III) the two sentences are *connected*, and the meaning of the *first* is modified or qualified by the *sense* of *as well as*, derived from the *last* sentence and applied to the *first*, which is judged of by the *last*, as the standard of comparison.

*n* *As well as*, regarded as a combination or phrase, must be parsed as a simple connective, when used as in example II, and as a modifying connective, when used as in example III : but when so used as to be a modifying connective, the individual words, composing the phrase, may be parsed *separately*. Thus,

*o* I. James did my work—one sentence. John did yours—another sentence—but no connection or comparison.

II. James did my work *as* John did yours. Here the two sentences are united by *as*, which, as a *connective*, joins the two sentences, and as a *modifier*, expresses a comparison of one fact with the other. Thus far, though *comparison* is expressed, there is no *qualification* of either fact.

III. James did my work *well*. John did yours *well*. Here both facts are *qualified*, but there is no comparison or connection.

IV. John did your work *well*. James did mine *as well*. Here are found both qualification and comparison ; but there is no connection—the word *well* being a *principal* modifier, qualifying the fact mentioned, and the word *as*, an *auxiliar* modifier, qualifying *well*, and through it, the fact.

V. James did my work *as well as* John did yours. Here we have the principal modifier *well*, the auxiliar modifier, the *first as*, and the modifying *connective*, the *last as* ; which, while it connects the two sentences, institutes a comparison of the two facts in reference to the qualification expressed by the principal modifier *well*.

*p* I. ¶—Let the learner be particular to remember, that the word *as*, used in II, letter *o*, above, *connects* the two sentences—and is a *connective*—that it acts the part of a *modifier* in *comparing* the two facts mentioned—that, of course, *as*, thus used, is a *modifying connective*.

[*Note continued on next page.*]

\* † For these references see notes \* and † on preceding page.

344 A modifying connective is sometimes placed in one part of a sentence, in such a manner as to require a corresponding connective in another part.\*

345 Such are

Though—yet, or nevertheless	Whether—or
Either—or	Neither—nor
As—so	So—as.

### Questions on Connectives.

What is a connective ? 337. Give examples. Of how many kinds are they ? 338. What is a simple connective ? 339. What is taught by \**a*, of the word *that* ? by *b* ? by *c* ? What is said in *d* ? Give the examples, to illustrate, in *d*, *e*. What is an adname connective ? 340. What is taught by \**a* ? by *b* ? *c* ? *d* ? *e* ? illustrated by the diagram in *f*. What is a modifying connective ? 341. What is taught of the word *where*, by \**a* ?—What is said of *when* ? \**a*.

What is taught by *b* ? illustrated by diagram *c*. How is this explained by *d* ? What is said in *e* ? What is taught by *g*, of the example in the diagram *f* ? Give the examples in diagrams *h* and *i*. What is taught by *j* ? *k* ? *l* ? What is the difference between *and*, as used in I, and *as well*

[*Note continued from last page.*]

II. Let the learner remember that the word *well*, as twice used in III, is a principal modifier—not having any connective influence.

III. Let him remember that *well*, as twice used in IV, is a principal modifier, and *as*, (once used,) an auxiliar modifier, qualifying the principal *well*, and through that the meaning of the last of the two sentences—the word *as*, thus used, comparing the fact last mentioned, with the one mentioned before it, to which it refers.

IV. Let him remember that in V, the modifying connective word *as*, (the last one,) united in combination with *as well*, before it, completes the *connection* of the two sentences with the *qualification* and *comparison* of the two facts or events expressed. The three words, *as well as*, constitute a modifying connective phrase—a modifying connective : yet in parsing the individual words of this phrase, we should call the first *as*, an auxiliar modifier, qualifying the word *well*, which is a principal modifier ; and the last *as*, a modifying connective : for, though the last *as*, considered as detached, and individualized, loses much of its associate force, it nevertheless retains both its connective and comparing or modifying influence in so great a degree as to entitle it to the name.

*q* The phrases *as far as*, *as fast as*, and the like, and *as high as*, *as near as*, (when qualifying *facts*, not *objects*,) are to be parsed in the same manner.

\*The two words thus used, are to be parsed as one part of speech, from their association, and their mutual relation and dependence. They may be called *corresponding connectives*, or modifying connectives correspondingly used.



*as*, used in II?—between *as well as*, used in II, and the same words as used in III? [For the answer to these two questions, read *m.*] What is taught by *n*? *o*? *p*? [be very careful here :] by *q*? What words are given in the table of simple connectives? 342--of modifying connectives? 343. What is said of *that*? † p 203. What is taught by 344? by ‡? Give the examples in 345.

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## EXERCISES IN PARSING.

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### LESSON XL.

James and John met each other where I had left William. Seth died in the morning of the day that Henry returned from the East Indies; but he lived till his father arrived. Julius will start for Philadelphia when Joseph shall have returned from the west. Abigail and Maria will accompany Julius to New-York; yet they will not go with him to Trenton. Henry is as studious now as Helen was last winter. Albert learns as fast in summer as Horace did in winter. Samuel walked faster than Jacob rode.

AND is a simple *connective*, joining the two names *James* and *John*, which sustain the same (the subjective) relation to the asserter *met*. They have the same relation that they would have if they stood thus in the sentence :

James }  
<sup>and</sup>  
 John } met each other.

WHERE is a *modifying connective*, joining the two sentences and conveying the idea of the place of the two events considered with respect to each other. It derives its modifying or qualifying influence from its reference to the last of the two sentences, and exerts the influence on the first.

THAT is a *modifying connective*, joining the two sentences, and showing the time of one event to have been that of the other—the time of the two events relatively considered. The word *that* refers to the name *day* to derive thence its idea of time; the word *day* being limited in its particular meaning by its reference to the last sentence, and the word *that* exerting, on the first sentence, the modifying influence drawn through the name *day*, from the last sentence to which it refers.

BUT is a simple *connective*, uniting in one compound sentence, what would otherwise stand as two distinct simple sentences. It expresses no additional, distinct idea; though it prepares the mind to expect a change in the circumstances of the narration.

WHEN is a *modifying connective*, uniting the two sentences, and,

at the same time, used to express the idea of the time of the two events, considered in relation to each other. It derives its modifying influence from the limitation expressed by the last sentence, and exerts its influence on the first.

AND is a simple *connective*, merely connecting the two names *Abigail* and *Maria*, which sustain the same (the subjective) relation to the asserter *will accompany*. Thus,

Abigail }  
           } will accompany, &c.  
 Maria }

YET is a simple *connective*, connecting the two simple sentences, and preparing the mind to expect a change in the circumstances of the narrative.

AS STUDIOUS AS is an *adname connective*, uniting two sentences, yet qualifying, (like an *adname*,) the subject of the first of the two remarks, attaching to that subject the idea of the same degree of the quality expressed, that it derives from its reference to the subject of the last remark, as described—yet,

As, (parsed separately,) is an *auxiliar adname*, qualifying the sense expressed by the principal, *studious*, and with that, belonging to, and depending on the name *Henry*.

STUDIOUS is a principal *adname*, used to qualify or characterize the man denoted by the name *Henry*, to which it belongs, and on which it depends.

As, (the last one, parsed separately,) is a *modifying connective*, being sufficient, of itself, to connect the two sentences; and, at the same time, expressing the idea of a comparison of the two subjects, as described, in reference to what the *adname studious* represents.

AS FAST AS is a *modifying connective*, uniting the two sentences, and, at the same time, modifying the meaning of the first sentence by attaching, to the event mentioned by it, the idea of the same degree of proficiency that it derives from its reference to the last event, as the standard by which to judge of the first mentioned event—yet,

As, (parsed separately,) is an *auxiliar modifier*, qualifying the sense expressed by the principal, *fast*, and belonging to, and depending on, the principal.

FAST is a principal *modifier*, qualifying the fact of Albert's learning. It attaches, to the fact of his learning, the idea of the degree of proficiency which it takes from its reference to the fact

mentioned by the last sentence, the fact of Horace' learning at the time referred to.

As, (the second one,) is a *modifying connective*, uniting the two sentences, (like a mere connective,) and, like a modifier, it expresses a comparison of the two events expressed by the two simple sentences which it connects.

FASTER THAN, (parsed together,) is a *modifying connective*, uniting the two sentences, and, at the same time qualifying the first fact or event mentioned. It attaches to the first event, the quality, (rapidity,) indicated by the word *fast*, (*faster*,)—this idea of the rapidity being graded by the reference of the word *faster* to the last event mentioned. [The last mentioned event is the standard of comparison by which we judge of the first mentioned ; the phrase *faster than*, as used, indicating that whatever may have been the degree of rapidity with which *Jacob rode*, it was exceeded by the rapidity of Samuel's walking—yet,

FASTER, (parsed alone,) is a modifier, qualifying the first mentioned event, applying to it the degree of qualifying influence drawn from reference to the last mentioned—and,

THAN, (parsed alone,] is a *modifying connective*, uniting the two sentences, and, at the same time instituting a comparison between the events, and denoting *disproportion* or *inequality* in relation to them.

#### LESSON XLI.

When\* we reflect that every man is surrounded with enough to render him happy, and see how many are not even comfortable in their minds ; we are led to think that the chief sources of unhappiness are in ourselves. While we are young, we are looking forward to the maturer joys and blushing honors of manhood ; but we are apt to forget that these will not be ours, unless we shall, in youth, adopt, by virtuous and persevering industry, the only means which can, in after time, produce what we now desire.

#### LESSON XLII.

We plant, with care, the fruit-tree in the richest soil, and cultivate it long, with unceasing attention and diligence ; knowing that we can not plant it and eat of its fruit in the same day. After years of care bestowed upon it, we have a rich, regular, and increasing return for all our toils ; and by due attention to the preservation of the tree we are secured from want of fruit.

#### LESSON XLIII.

We should, in youth, plant, in the rich, exhaustless soil of intelligence

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\**When*, the first word in this lesson, is a *modifying connective* ; connecting the first sentence, (extending to the word *minds*, inclusive,) with the last sentence ; just as much as though it stood between the two sentences. [See letter *k* p 203.]

and virtue, the seeds of future usefulness, respectability, and enjoyment ; that, when the seed time of life shall have passed, we can, still vigorous and useful, enjoy the fruit secured to us by youthful integrity, study, and attention to business ; and solace ourselves in old age, with the pleasing consciousness of having tried to act our parts, and of having deserved the good will and respect of all within the reach of our influence—a consolation which no great or good man can despise.

## INTERROGATIVES—ADVERBS.

346 An interrogative is a part of speech used, not to denote an object, but only to interrogate concerning something before expressed ; as,

We should hate vice yet pity and seek to relieve its victims. *Why?*—James will go home to assist his father. *When?*

### 347 TABLE OF THE INTERROGATIVES.

When	Where	Why	How*
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### *Questions on Interrogatives.*

What is an interrogative ? 346. What words are given in the list of interrogatives. 347. What is said of these words ? See note \*

## EXERCISES IN PARSING.

### LESSON XLIV.

Henry : I came from Albany this morning. *How?* Horace : bring me your book. *Why?* Sir.† Julia : I saw your brother yesterday. *Where?* Sir.

How is an *interrogative*, used separate from the sentence be-

\*Each of these words may be used as other parts of speech. Their places in sentences, or their meaning, and their relation to sentences, must determine their character ; and they must be parsed accordingly.

†The word *Sir*, as here used, is a *name* ; general, masculine, of the second person, in the singular form, and the independent case. The word *Madam*, [or *Ma'm*,] thus used, is parsed in the same manner, except that it is a *feminine* name.



fore it only to interrogate concerning the means employed, or the manner in which the fact occurred.

WHERE is an *interrogative*, used separate from the sentence before it to which it refers, only to interrogate concerning what is expressed by the foregoing sentiment.

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## REPLIERS—ADVERBS.

348 A replier is a word or phrase used, not to denote an object, but only TO REPLY to a foregoing question or remark ; as,

Should we improve our time ? *Yes*. Can man escape from the presence of his Maker ? *No*.

349 Repliers are of three kinds : *Affirmative*, *Negative*, and *Doubtful*.

### AFFIRMATIVE REPLIERS.

350 An affirmative replier is one which gives an affirmative answer ; as,

John : will you help me ? *Yes*. Do you know where James can be found ? *Certainly*.

### NEGATIVE REPLIERS.

351 A negative replier is one which gives a negative answer ; as,

John : will you injure William ? *No*. Will Henry stoop to deception ? *Never*.

### DOUBTFUL REPLIERS.

352 A doubtful replier is one which gives an answer implying doubt or uncertainty ; as,

Julia : can you learn your lesson in time to recite with Hannah ? *Possibly*. Seth ? can you arrive at Albany as early as George will ? *Scarcely*.\*

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## *Questions on Repliers.*

What is a replier ? 348. Of how many kinds are they ? 349. What is an affirmative replier ? 350—a negative replier ? 351—a doubtful replier ? 352.

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\*As various words and phrases are used as *repliers*, no list or table of repliers is given. The greater part of those used as repliers are found as examples above, or are given in Lessons XLV, XLVI.

## EXERCISES IN PARSING.

## LESSON XLV.

George: will you attend church this forenoon? Yes. Henry: do you feel well enough to go with us? No. Hannah: have you learned your lesson? Perfectly. Helen: will your father visit the school to-day? Perhaps not. William: you are quite too benevolent. No—I have the means to relieve distress and I ought to do it.

YES is a *replier*, a word used, not to denote an object but only to reply to the foregoing question; affirmative, giving an affirmative answer. It stands distinct from the foregoing sentence to which it alludes.

NO is a *replier*, a word used, not to denote an object, but to reply to the foregoing question; negative, giving a negative answer. It stands distinct from the sentence to which it refers.

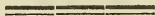
PERFECTLY is a word of the modifier class, used here as a *replier*; affirmative, giving a strong affirmative answer. It stands distinct from the sentence to which it refers.

PERHAPS NOT is a phrase of two words of the modifier class, used here as a *replier*; doubtful, giving an answer implying doubt or uncertainty in reference to what is before expressed. It stands distinct from the sentence to which it alludes.

NO, as last used in the foregoing lesson, is a *replier*, a word used, not to denote an object, but to reply to the foregoing *remark*, (not question,) negative, it gives a negative reply to the remark to which it refers, and from which it stands distinct or separate.

## LESSON XLVI.

Samuel: will your cousin return to-day? Probably. Harriet: will you leave your sick father and go west? By no means. James: tell me, will you interfere with the contract I am making for Mr. Wilson's farm? Certainly not. Julius: if I go to Troy to-morrow, will you accompany me? Certainly. Ought I to take my cloak and umbrella with me? By all means.



## EXCLAMATIONS—INTERJECTIONS.

353 An exclamation is a word or phrase used merely to express emotion; as,

*Oh* Virtue! how lovely thou art! *Alas!* I can fear nothing worse than I feel.

## 354 EXAMPLES OF EXCLAMATIONS.

Ah !	Faugh ! (foh)	Halloe !	Sure !
Alas !	Heigh !	Indeed !	Soho !
All hail !	Heigh-ho !	La ! (law)	Pshaw !
Fie !	Ho !	Strange !	Why !* <i>a</i>

\**a* This word, though spelled *w-h-y*, is pronounced *wy*, when used as an exclamation.

*b* Words employed as exclamations, have more or less force according to the strength of emotion to be expressed by them. When the words are used as exclamations, but in their mildest sense, to express weak emotions, the pupil is often led to doubt their character, and to which class of words they belong : especially when the emotions are so weak as not to require the sign of exclamation (!) after them—yet,

*c* Let the learner remember, that the part of speech is determined by the *meaning* and *relation* of the word ; not by the *degree* of meaning, or the force expressed by the word : as, *bluish* cloth, *blue* cloth, *bluer* cloth, the *bluest* cloth. Here all four of the words in *Italic* are adnames ; though each of them expresses a state, or degree of the quality different from that expressed by the others. They alike refer to, and depend on their respective names.

*d Exemplification*—"After all my preparation for the voyage, if I am to be thus prevented—*why*, I shall dismiss my vexation, and return, contented, to my shop." Here the word *why* is used in its mildest sense, yet as an exclamation, though with a *comma* after it, instead of the sign of exclamation.

*e* ¶ The learner can determine whether or not a word is an exclamation in this manner: If the word expresses only emotion, but does not affect or change the meaning of the sentence to which it refers, it must be an exclamation ; as, the word *why*, above ; and, "*So*, you have determined to go alone," "You have determined to go alone." [The meaning of the sentence is the same without the *so*, as with it : though with *so*, the sentence is exclamatory in character, and without *so*, simply descriptive.] "*Really*, you have come, Eh !" "You have come, Eh !"—yet,

*f* The words *Alas*, *Ah*, *O* and *Oh*, expressing *regret* ; and followed by *that*, and the words *O*, and *Oh*, expressing *desire*, and followed by *for*, or *that*, are exclamations, even though the sense would be affected by omitting them.

Alas !  
Ah !  
Oh !

} that I was betrayed by a false friend.

"O ! for a lodge in some vast wilderness." "O ! that I had the wings of a dove."

355 Combinations of words are sometimes used as exclamatory phrases or exclamations ; as,

*Delightful hope! Encouraging thought! Ah me !†*

†The words of such phrases are to be parsed separately, whenever they can be considered individually without destroying the sense—thus, in the

## Questions on Exclamations.

What is an exclamation ? 353. What words are given in the examples ?  
 354. What is taught by \*a ? by b ? c ? d ? e ? f ? [remember e and f very carefully.] What is taught by 355 ? by †

## EXERCISES IN PARSING.

### LESSON XLVII.

Why ! George : how could you do that ? What ! shall an African ! shall Juba's heir reproach great Cato's son ? Oh ! I was not prepared for this event. Strange ! that man should oppress his brother, and thereby mock his God. Lo ! Earth receives Him from the bending skies.\*

WHY is an *exclamation*, a word used merely to express emotion. It stands before, yet distinct from, the sentence describing the event to which it refers.

WHAT is an *exclamation*, used only to express the emotion of astonishment at the fact contemplated, to which it alludes ; and stands distinct from the sentence to which it refers.

☞ [The other exclamations in the lesson are parsed in the same general manner, varied only to accord with the meaning and facts referred to.]

## DERIVATION OF WORDS.

356 I. NAMES are derived from *names*, in various ways, and for various purposes :

1. By adding *ian*, to denote professions ; as,

From *tactics*, comes *tactician* ; from *music*, *musician*.

2. By adding *y*, *ry*, or *ery*, to denote a general state or condi-

first example, the phrase, "*Delightful hope!*" is parsed as an exclamatory phrase—an exclamation ; yet *delightful*, considered in its meaning and relation, is a qualifying adname, belonging to, and depending on, the name *hope*, which, as a name, is in the independent case. [The learner may give the other traits of the word.]

\*The word *Lo* is sometimes elegantly used as a transitive asserter ; as,

" Lo See Behold	}	the poor Indian ! whose untutored mind, Sees God in clouds, and hears him in the wind."
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tion, business, art, or occupation ; or to mark the classes of certain objects ; as,

From *slave*, comes *slavery* ; from *scene*, *scenery* ; from *cook*, *cooking* ; from *soldier*, *soldiery*.

3. By an additional syllable ; to denote dominion or jurisdiction, office, or period of life ; as,

From *bishop*, *bishoprick* ; from *senate*, *senator* ; from *child*, *childhood*.

4. By adding *ist*, to denote an adherent to certain principles ; or one skilled in something ; as,

From *method*, is *methodist* ; from *colonization*, *colonizationist* ; from *mechanic*, and *mechanism*, *mechanist*.

5. By adding different syllables, to denote a diminutive class of the things represented by the simple word ; as,

From *kid*, is *kidling* ; from *lamb*, *lambkin*.

6. By adding some syllable to denote office, or relation to the object represented by the simple word ; as,

From *heir*, is *heirship* ; from *friend*, *friendship* ; from *consul*, *consulship* ; from *president*, *presidency*.

## II. NAMES are derived from *asserters* :

1. By adding *r*, *er*, or *or*, to denote an agent, or one engaged in the business represented by the simple word ; as,

From *write*, comes *writer* ; from *read*, *reader* ; from *mediate*, *mediator*.

2. Names and asserters have sometimes the same form ; as,

*Love*, *hate*, *salt*, *heat*, *spring*, *view*, which are in the same form, whether used as names or asserters.

3. By changing the termination of the adname, or by an additional syllable ; as,

From *fragrant*, comes *fragrancy* ; from *effulgent*, *effulgence* ; from *brilliant*, *brilliancy* ; from *good*, *goodness* ; from *wise*, *wisdom*.

## III. ASSERTERS are derived from *names* ; as,

1. From *system*, comes to *systemize* ; from *method*, to *methodize*.

2. From *adnames* ; as,

From *particular*, to *particularize* ; from *white*, to *whiten* ; from *dark*, to *darken* ; from *glad*, to *gladden* ; from *short*, to *shorten* ; from *bright*, to *brighten* ; from *deep*, to *deepen*.

3. From the *modifier*, *forward*, comes the *asserter*, *to forward*.

4. *Asserters* sometimes have their meaning changed by prefixes ; as,

*Own*, *disown* ; *bid*, *forbid* ; *run*, *outrun* ; *hold*, *uphold* ; *draw*, *withdraw* ; *look*, *overlook*.

IV. ADNAMES are derived from *names* :

1. By adding *en*, to show the quality of a thing, or that of which it is made ; as,

*Wood*, wooden ; *silk*, silken.

2. *Names* are sometimes used as *adnames*, without any change of the word ; as,

A *silver cup*, an *iron bar*.

3. *Adnames* are derived from *names* and other *adnames*, by the addition of the syllable *y*, or *ly* ; as,

From *man*, manly ; from *health*, healthy ; from *frost*, frosty.

[*Adnames* are formed in various other ways.]

V. MODIFIERS are derived from *adnames* ; as,

From *grateful*, comes gratefully ; from *personal*, personally ; from *pensive*, pensively.

1. Modifiers are variously formed ; as,

Back-ward, for-ward, up-ward, down-ward, thither-ward, there-by, there-in, here-in, there-upon.

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### 357 ACCOMMODATIVES.\*

ALL is a principal adname ; as, *All* men must die :

*a* an auxiliar adname : as, The fact was  $\left\{ \begin{array}{c} \textit{all} \\ \textit{quite} \end{array} \right\}$  apparent:

an adname substitute ; as, Not a building was left. *All* were swept away :

a modifier ; as, The house was  $\left\{ \begin{array}{c} \textit{all} \\ \textit{wholly} \\ \textit{entirely} \end{array} \right\}$  consumed :

a name ; as, "HE was my guide, my light, my *all*."

AM is a principal asserter ; as, I *am* not well :

*b* an auxiliar asserter ; as, I *am* writing—[*writing* being the principal.]

BOTH is an adname ; as, *Both* books were taken :

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\*Accommodatives are not a separate class of words: they are merely words which custom allows to be used, [without change of form,] in circumstances so various, that each of them assumes different relations ; and, in parsing, should be distinguished as different parts of speech, according to the places or connections in which the word is found.

*c* an adname substitute ; as, I could not find either book: *both* had been carried away.

a modifier ; as, " They have *both*  $\left\{ \begin{array}{c} \text{seen} \\ \text{and} \\ \text{hated} \end{array} \right\}$  *both*  $\left\{ \begin{array}{c} \text{me} \\ \text{and} \\ \text{my father:}^* \end{array} \right\}$

*BUT* is a connective ; as, James went home, *but* he did not return :

*d* a modifier ; as, Man without decision, is  $\left\{ \begin{array}{c} \text{but} \\ \text{merely} \\ \text{only} \end{array} \right\}$  a leaf on the wave :

a relative ; as, All of the school  $\left. \begin{array}{c} \\ \\ \text{mg} \end{array} \right\}$  went home.†  
James,

*DO* is a principal asserter ; as, *I do* the work well :

*e* an auxiliar asserter ; used affirmatively for the sake of emphasis ; as, I *do* LOVE ; and used interrogatively for the purpose of softening or smoothing the expression ; as, *Do* I LOVE ; instead of *Love* I ?

*EACH* is an adname ; as, *Each* man should provide honestly for his own wants :

*f* an adname substitute ; as, *Each* sought to comfort the other: a modifier ; as, James sold his apples for a penny *each*.

*EITHER* is an adname ; as, *Either* man can do the work :

*g* an adname substitute ; as, If *either* should be attacked, the other was to help him :

a connective, (joined with *or* ;) as, I will *either* go, *or* send my son.‡

*FOR* is a relative ; as, I went to the store *for* some flour. I paid three dollars *for* my bible.

*h* a connective ; as, He surrendered,  $\left\{ \begin{array}{c} \text{for} \\ \text{because} \end{array} \right\}$  it was vain to resist.

*HAVE* is a principal asserter ; as, I *have* books for sale :

an auxiliar asserter ; as, I *have* SEEN James—I *have* BEEN sick.

\*In these examples, the word *both* is used only for uniting more closely and strongly, the sense expressed by other words. It adds nothing distinct and definite to the sense ; but gives greater force to what other words express. *Both* is *never* a connective or "conjunction."

†*But* is associated with *for*, as a part of a relative ; as, I should have died *but for* John's assistance.

‡*Neither* may be used in the same relations ; *nor*, instead of *or*, being its associate word, when it is used as a connective.

HOME is a name ; as, John is at *home*. ‘Her *home* is on the deep :’

*j* an adname ; as, We should patronize *home* manufactures :  
a modifier ; as, James went *home*. I have been *home*.

ILL is an adname ; as, Julia is  $\left\{ \begin{array}{l} \textit{ill} : \\ \textit{sick} . \end{array} \right.$

*k* a modifier ; as, James did his work very  $\left\{ \begin{array}{l} \textit{ill} . \\ \textit{badly} . \end{array} \right.$

LOVE is a name ; as, Hannah’s *love* is constant :

*l* an asserter ; as, I *love* my parents :  
an adname ; as, James read the *love* story.

NOT is a modifier ; as, I did *not* see Henry this morning :

*m* a modifying connective ; as, ‘ He sought to perplex, *not* to enlighten ; to conquer, *not* to convert.’

[ Here *not* denies of the expression following it, what would be affirmed if *and* was used. ]

ON is a relative ; as, He stood *on* the rock. He spoke *on* a different subject.

*n* a modifier ; as, He rested awhile, and then went  $\left\{ \begin{array}{l} \textit{on} : \\ \textit{forward} : \end{array} \right.$   
an asserter ; as, “ Charge, Chester, charge!—  $\left. \begin{array}{l} \textit{On} ! \\ \textit{Advance} \end{array} \right\} \textit{Stan-} \\ \textit{ley—On !} ”$

OFF is a relative : as, The fugitives were driven *off* the precipice :

*o* a modifier ; as, “ The old chief sat listening awhile, then rose, and very demurely walked  $\left\{ \begin{array}{l} \textit{off} : ” \\ \textit{away} : \end{array} \right.$

an asserter ; as, “ *Off!*  $\left\{ \begin{array}{l} \textit{wretches—villains—Off !} ” \\ \textit{Begone !} \end{array} \right.$

SINCE is a relative ; as, I have not seen James *since* last spring :

*p* a modifier ; as, James went home some time ago, and I have not seen him *since* :

a modifying connective ; as,  $\left. \begin{array}{l} \textit{Since} \\ \textit{Seeing that} \end{array} \right\} \textit{we must suffer,} \\ \textit{let us suffer like Christians.}$

THAT is an adname ; as, Julia : please to hand me *that* pencil :

*q* an adname substitute ; as, Julia took this pencil and left *that* :

a connective substitute ; as, James is the man  $\left\{ \begin{array}{l} \textit{that} \\ \textit{whom} \end{array} \right\} \textit{I met} :$

a simple connective ; as, I told James *that* he must go home :



a modifying connective ; as, I returned in the morning of the day *that* James started.

VICE is a name ; as, *Vice* is a monster :

*r* a relative ; as, James Wilson was appointed, { *vice*  
in lieu of }  
D. Williams, removed.\*

WHAT is a connective substitute ; as, I bought ten oranges, and Henry took *what* were left :

*s* an indefinite substitute ; as, “ *What* parsing is—*What* it is not.”†

an indefinite specifying adname, connective in its influence ;  
as, I took *what* provisions were needed :

a modifier ; as, I have two or three farms with which I know  
not { *what* to do.  
*how* to manage.

an exclamation ; as, *What* ! shall an’ African reproach great Cato’s son ?

an exclamatory adname ; as, *What* students these are ! [See 302 and \**a*, and *b*.]

WHICH is a specifying adname ; as, I told Henry *which* books to take :

*t* an interrogative adname ; as, *Which* book will you take ?

a connective substitute ; as, James ate the oranges *which* I bought :

an interrogative substitute ; as, *Which* ought we to prefer, {  
vice, with wretchedness ?  
virtue, with felicity ?

WELL is an adname ; as, Julia is { *well* :  
healthy :

*u* a modifier ; as, Jane did the work { *well* :  
right :

an exclamation ; as, “ *Well* ! what is to be done now ?”‡*a*

\**Vice* is also used as a part of a compound word ; as, *Vice*-president, *Vice*-admiral, &c.

†A caption, or head of a chapter. See 170, and note † p 89.

‡*a* It is not pretended that the foregoing examples constitute a full list of the words used as accommodatives. A few only are given to illustrate the principle, in calling the learner’s attention to the facts presented.

*b* All the adnames in the language, except *a*, *an*, *the*, *every*, *very*, *no*, and *said*, may be so employed as to be adname substitutes—“ adjective pronouns.”

## SYNTAX

358 Treats of the relation and dependence of words in sentences, and of selecting, arranging, and combining words to make sentences for expressing facts or events.

## A SENTENCE

359 Is an asserter, making full sense, or an assemblage of words expressing a fact or event, and having, as its component parts, (with or without other words,) an asserter and a word or phrase in the subjective case, on which the asserter depends; as,

*Listen! Henry; study. John lives. Seth ate an apple. Julia resides in London. Is Samuel sick? Where is George?\**<sup>a</sup>

360 Sentences are distinguished as Principal and Auxiliar; and as Simple, Compound, and Complex.

## A PRINCIPAL SENTENCE

361 Is one which makes full sense of itself—one which, of itself, constitutes an independent remark; as,

We started for New-York. James had returned from the west. John

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<sup>a</sup> Here it is seen that the asserter *listen*, (the first example,) makes full sense without connection with any other word—for, if twenty persons are standing near me, I may say, “*Listen*,” and the sense is complete without my naming the persons addressed. The word *listen*, thus used, expresses a *sentiment*—a perfect sentiment, and is, of itself, a *perfect sentence*; just as much as though I should name the persons addressed, or should use the substitute *you* or *ye*, with the asserter *listen*. [The asserter in this example, is in the commanding mode *absolute*. See 188, p 103.]

*b* When an asserter is so used in the commanding mode absolute as to make full sense, and express the whole meaning of the author, it constitutes of itself, or alone, a sentence; a sentence being a word or set of words expressing, as a sentiment, a fact or event, with or without words of limitation or qualification.

*c* Such sentences should be used in *oral* remarks only when, from the presence, (real or supposed,) of those who are addressed, there is no danger of the speaker’s being misunderstood; and in *written* remarks, only when the person or thing addressed has already been named or clearly introduced.

*d* In the other examples following the asserter *Listen*, as first used, each assemblage or combination of words expresses an event or fact.

was sick. He remained with him.\* [A principal sentence was formerly called *primary*.]

#### AN AUXILIAR SENTENCE

362 Is one which expresses an entire event, [yet does not make an independent remark,] and is employed to qualify or explain the fact expressed by the principal sentence, on which the auxiliar sentence depends; as,

*James having returned from the west*, we started for New York. *John being sick*, we remained with him.†a [An auxiliar sentence was formerly called *secondary*.]

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\*The leading asserter in a principal sentence must be in one of the *first four modes*.

†a In these examples, it is seen that each of the combinations of words in *Italic* expresses an event, (something which happened)—that it does not constitute an independent remark—and that it is used to qualify the event expressed by the principal sentence, the combination of words immediately following it. Thus,

b When I say, “James had returned from the west,” I employ a set of words which makes full sense of itself, or constitutes an *independent remark*—a remark not dependent on other words for its complete sense; but, when I say, “James having returned from the west”—if I stop here, though an event is expressed, the sense is incomplete—the combination of words employed not being an independent remark, or a remark which makes full sense of itself. The hearer is conscious that something is lacking to complete the expression—yet,

c When I say, “We started for New York”—this combination makes full sense—is complete of itself—is an independent remark—and when I say, “*James having returned from the west*, we started for New-York”—the sense is perfect, and it is seen that the combination of words in *Italic*, expressing an event, is used to qualify or explain the other event mentioned, indicating that the fact of our *starting for New-York*, was in some respect consequent on *James’ return*—as though we could not well start till James should come.

d If I say, “John was sick,” the sense is complete, and the remark full and independent of another—[This is a principal sentence]—but when I say, “*John being sick*”—though a fact is expressed, the sense is incomplete, and the remark is not a full, perfect, and independent one—but,

e When I say, “*John being sick*, we remained with him,” the sense is now complete—the first combination of words, (the one in *Italic*,) being used to explain in relation to what the other expresses; and being used in reference to, and *dependence* on, the other, which is its *principal* sentence.

f In an auxiliar sentence, the leading or most important asserter must always be in the *dependent* mode, *second* division.

g [By comparing, the student will perceive a degree of resemblance between the association of principal and auxiliar sentences, and that of principal and auxiliar asserters, adnames, &c.]

## A SIMPLE SENTENCE

363 Is a principal sentence standing by itself, and expressing one fact or event ; as,

William attended church. Henry remained at home. James returned from the store. John went to school.

## A COMPOUND SENTENCE

364 Consists of two principal sentences, united by a connective ; or of one principal and one auxiliar, joined without the aid of a connective ; as,

William attended church, *but* Henry remained at home. James having returned from the store, John went to school.

## A COMPLEX SENTENCE

365 Is one which is formed in uniting, by *than* or *as*, words, that must otherwise stand as parts of distinct simple sentences : thus :

*Simple sentences*—John is wise. Julius is wiser. Henry is kind. William is equally kind.

*Complex sentences*—Julius is wiser than John. William is as kind as Henry.\*<sup>a</sup>

## A PHRASE

366 I. Is a combination of words not amounting to a complete sentence, but expressing a set of ideas, either separate from a sentence, or in connection with one : or,

II. It is a sentence, perfect in itself, which is joined, as an appendage, to another sentence which it is used to explain ; as,

*An elegant house.* John went to *Utica*. “Earth’s highest station ends in ‘*Here he lies.*’”†<sup>A</sup>

\*<sup>a</sup> The object in using complex sentences, is to secure brevity, strength, and elegance, without the sacrifice of clearness.

*b* The learner perceives, at once, that the expression, ‘Julius is wiser than John,’ is much stronger, and more brief and elegant, than, ‘John is wise, and Julius is wiser.’

†<sup>A</sup> Here the combination of words, *an elegant house*, expresses a set of ideas—the thing house, and the character of the house. *To Utica* expresses a set of ideas in connection with those expressed by the sentence, *John went*. Each of these combinations is less than a sentence—but the combination, ‘*Here he lies,*’ (in the grave, meaning,) makes full sense—is a perfect sentence, of itself ; but it is employed as an appendage of, ‘Earth’s highest station ends.’ The question may be asked, “John went, to *what place*?”—the answer would be, ‘to *Utica.*’ So the question may be ask-



## AN APPENDANT PHRASE

367 Consists of a word denoting an object, and a relative joining the word to a sentence ; the relative showing the relation between this object and the fact described by the sentence, or another object mentioned in the sentence : thus,

I. *John travelled*—a sentence :

II. John travelled *from New-York*—*From New York*, an appendant phrase :

III. John travelled from New York *up the Hudson*—*Up the Hudson*, another appendant phrase :

IV. John travelled from New York, up the Hudson, *by Albany*—*By Albany*, another appendant phrase :

V. John travelled from New York, up the Hudson, by Albany, *along the Mohawk*—*Along the Mohawk*, another appendant phrase :

VI. John travelled from New-York up the Hudson by Albany, along the Mohawk, *beyond Schenectady, through Herkimer, to Utica, in Oneida county*—four other appendant phrases.\**a*

ed, 'Earth's highest station ends, in *what*?'--the answer would be in, '*Here he lies.*'

B While, then, the last three words in *Italic* would be parsed as a substitute phrase, [172, p 92,] the word *here* would be parsed as a *modifier*—qualifying the fact of the person's lying—*he*, as a substitute for the name of the one buried ; and *lies*, as an asserter referring to, and depending on, the substitute *he*.

\**a* To constitute an appendant phrase, there must be *relative* and a word denoting something which may be considered separately or alone ; as,

James went *to London*. Here we have the name London denoting an object which may be considered or thought of separately or alone. We have also the relative *to*, showing the relation of the event of *James' going*, to the city to which he went—the relative joining the name, (London,) to the sentence *James went*. *To London* is herein seen to be an *appendant phrase*—but,

*b* In the example, '*We toiled in vain*,' the words *in vain* are not an *appendant phrase*, according to the definition : the word *vain* does not denote an *object*, nor does the word *in* show the relation of the fact of *our toiling*, to any object which may be considered separately or alone, an object of which we can think without thinking of any thing else.

*c* In every appendant phrase, there must be at least *one relative*, and one word in the *objective case*, depending on the relative. This objective word, if a name, a simple, or an adname substitute, may easily be found by using the word *whom* or *what*, interrogatively, after the relative : thus—James went to London in England—James went to *what* ? [The answer would

PARSING

368 Is describing the NATURE, and POWERS of words, and when united in a phrase or a sentence, their RELATION TO, and DEPENDENCE and INFLUENCE ON, each other.\*a

be to *London*; the name *London* being the *objective word* sought.] James went to London in *what*? [The answer would be in *England*: the name *England* being the *objective word* sought.] George spoke of Henry—George spoke of *whom*? [The answer would be of *Henry*; the name *Henry* being the *objective word* sought.]

d I. ¶ If the learner will but bear in mind that appendant phrases abound in almost all sentences—that they frequently constitute the greatest part of a sentence, (as in V, below,) much of the seeming difficulty in parsing will vanish. What was before thought complex and difficult, will appear plain and easy: Therefore,

II. ¶ When the student, in parsing, comes to a sentence which has several appendant phrases, he will very much facilitate his labors, by separating, mentally, these phrases from each other, remembering, that in each appendant phrase he will find a *relative*, and an *objective word*, depending on it; as,

III. John went from New York, up the Hudson, by Albany, along the Mohawk, beyond Schenectady, through Herkimer, to Utica, in Oneida county.

IV. This, with the appendant phrases, distinguished as such, would stand thus:

V. James went | from New York | up the Hudson | by Albany | along the Mohawk | beyond Schenectady | through Herkimer | to Utica | in Oneida county.

VI. Here it is seen that after every perpendicular mark, is an appendant phrase, being, (with or without another word,) a *relative*, and a *name in the objective case*, depending on the relative; the relatives, in all except the last example, showing the relation between the *fact of the man's going*, and the objects denoted by the names depending on the relatives respectively --the last relative, (*in*,) showing the relation between the object, the *county*, as a *territory*, and the other object, the *city of Utica*, mentioned in the sentence—as says the last part of the definition of an appendant phrase. [See 367.]

\*a This definition of parsing precludes the old practice of parsing words that are *expressed*, not according to their meaning, use, and relation to *each other*, but according to their pretended relation to something *understood*, that is *not*, *need not*, *should not*, *be expressed*. [This “something understood,” technically considered, is *something which no one can ever understand*;—something which neither *author* nor *teacher* has ever been able to *explain*,—something the *pupil* was never made to *comprehend*.]

b ¶ The student should remember that the practice of ‘*parsing*’ words properly arranged and expressed in the sentence, according to their relation to words ‘*understood*,’ (that are *not*, *should not*, *be expressed*,) prevents the *possibility* of *parsing* the words used: for,

c ¶ As parsing is describing *facts* concerning words, to neglect the real relations of words, as used, and to describe relations that exist only in the

## REMARKS ON PARSING.

369 I. Find what are the limits of the sentence given you for your parsing. See whether or not there are words enough in the

imagination of a misguided Grammar-writer, is *not parsing the words at all*; but is leaving the *facts*, and parsing mere suppositions: is *dropping the substance to chase a phantom*: all which, instead of inspiring the pupil by enabling him to see the relations that he is to describe, only leads him into the perplexing mazes of inconsistency; and leaves him involved in the labyrinth of doubt.

d ¶ It has been well remarked by the old writers, that “three fourths of all the difficulties in grammar, consist in the learner’s not being able to know what words should be put in, to supply the *ellipses* which the idiom of the language allows.” [This is like saying that three fourths of the evils incident to a *virtuous* life, are those which are attendant on the *path of vice*, that should not be trodden. These evils are not, then, the accompaniments of virtue—are altogether foreign to it.] To their suggestions, I reply, that none of the “ellipses which the *idiom allows*,” should ever be supplied; for they are not ellipses except as considered in contrast with rules, which, by these authors’ own showing, are at variance with the principles and structure of the language. Thus,

e ¶ I. The sentence, ‘John; go home,’ the old theories declare to be “elliptical,” and direct the learner, in parsing the sentence, ‘to supply the deficiencies which the *idiom of the language allows*,’ by putting in two or three additional words; thus, ‘John; go *thou* to home’—or, ‘John: *do thou* go unto home.’ Here it is seen that their rules require the learner to violate the plain idiom of the language, as well as *common sense*.

f ¶ II. The sentence ‘John; go home,’ stands ¶ just as the *idiom* of the language requires. Of course, it stands ¶ just as the *grammar* of the language should require. As, then, the sentence stands according to correct usage, according to the idiom of the language, if I obey these rules and say, ‘John: *do thou* go unto home, I *depart* from *correct usage* and *violate* the idiom of the language, by acting in obedience to the rules.

III. ¶ In the remark, ‘John; go home,’ there are but *three ideas* to be expressed: and there are *three words* to express them with—the name *John*, to express the idea of the man—*go*, to express the idea of the action which the man is commanded to perform; and *home*, to express the idea of the place. This is all that the language—all that correct usage—all that the idiom of the language requires or allows. There are just as many words as ideas. There are, really, *no ellipses*—every thing pertaining to the sentence is perfect. From this, it is seen that what these theories call ellipses are only the disagreement between sentences, *correctly* formed, [as, John; go home,] and sentences formed according to the teachings of their rules, [as, John: *do thou* go unto home]—in other words, it is the difference between good usage, the idiom of the language, on one hand, and the teachings of their rules, on the other. The meaning of the sentence, and the idiom of the language require the sentence to be *three words long*, and their rules require the sentence to be *six words long*. Thus,

John; go home—according to the idiom of the language.

John: *do thou* go unto home—according to the old theories.

g The old theorists seem to forget that it is the business of grammar to rep-

sentence for expressing fully and clearly, the ideas which the author would convey.

II. If the sentence is faulty in any respect, (for incorrect sentences are very common,) correct it. If there are not words enough used to express the ideas, fully and properly, supply the deficiency. If there are too many, throw out the superfluous words. Make the sentence stand as it should be spoken or written.

[To determine these things, consult the *seven principles*, (See 13, p 16,) and the rules of grammar generally.]

III. Then find the asserter, which, taken with only a word in the subjective case, will make sense, as far as the sense extends. If the asserter is transitive, see whether or not it should have a word in the objective case depending on it; and if so, find that word; if not, pass on. If an asserter has several words joined to it, divide them into appendant phrases.

IV. Then, beginning with the first word in the sentence, parse the words in the order in which they stand, giving such an analysis of the sentence as will represent the sense of the piece, and

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resent the idiom of the language; and, not keeping this philosophical principle before them, they will not undergo the drudgery of studying and learning the language, and then adapting their theories to it; but they first write their theories, and then *adapt the language to the theories*—like a person's first writing a geography without having become acquainted with the features and character of the earth, and then '*supplying the ellipses*,' (correcting the disagreement between the earth and his book,) by putting in oceans and rivers, mountains and deserts, '*understood*,' to adapt, (by this imaginary process,) the earth to his system of geography. [See the preface of this grammar.]

h The old theorists take a perfect sentence, as,

I. John; go home:

then mentally separate the words to *make* blanks or ellipses where there are none, as,

II. John; ——— go ——— home:

then fill the blanks, or supply these ellipses of their own making, (and in a manner which the idiom disallows,) as,

III. John: *do thou go unto* home.

then call the *first* sentence correct, because the *last* agrees with their rules—and then pretend they have *parsed* the *first* sentence because they have spoiled *that*, and parsed the *last* one. [See other examples in the preface of this work.]

i ¶ If a sentence stands as it should be, and rules can not be found for parsing it, (as it stands,) it argues defect in the *rules*, not in the *language*; as the very phrase, *English Grammar*, supposes the pre-existence of the language to the grammar which treats of it.



the meaning of the author, without forcing words, (which may be parsed separately,) to represent, in the sentence, what they would not in their *individual* capacity.

V. Never put in words under the mere pretence of *supplying the ellipses*, (words omitted,) where there is no omission of words that should be used.

#### ORDER OF PARSING.

370 I. Distinguish the parts of speech, as such ; and in giving the minor distinctions and definitions, follow the order in which they are given in this treatise, and exhibited in the diagrams 1, 2, 3, &c. that follow.

II. Continue to give the definitions of the parts of speech, and their subdivisions, till you shall have become ready and prompt in distinguishing and defining : but, having done this, you should not waste your time in repeating continually the reasons which you fully understand, but should name the various distinctions of words : explain their relation to, and dependence on, each other, and give the rules which describe those relations and dependences.

III. In parsing, when you come to a *name*, distinguish it as a name ; then tell whether it is *general* or *particular*, &c. mentioning the distinctions in the order given in the following diagram :

#### DIAGRAM I.—NAMES.

NAME, 76,	{	Genr? 78	Masc? 83	.....	Sec. per? 94	Sing. form? 97	Subj? 129-Rule.
			Fem? 84	.....	Third per? 95	Plur. form? 98	Poss? 130-Rule.
			Com? 85	.....			Obj? 131-Rule.
			Neut? 86	.....			Ind? 132-Rule.
	{	Partic? 79	Masc? 83	.....	Sec. per? 94	Sing. form? 97	2fold? 133-Rules. ‡
			Fem? 84	.....	Third per? 95	Plur. form? 98	
			Com? 85	.....			
			Neut? 86	.....			
	{	Collect? 80	.....	.....	Sec. per? 94	Sing. form? 97	Subj? 129-Rule.
			.....	.....	Third per? 95	Plur. form? 98	Poss? 130-Rule.
			.....	.....			Obj? 131-Rule.
			Neu? * 86	.....			Ind? 132-Rule.
	{	Assert? 81	.....	.....	Sec. per? 94	Sing. form? 97	2fold? 133-Rules. ‡
			.....	.....	Third per? 95	Plur. form? 98	
			.....	.....			
			Neu? * 86	.....			

\*Always neuter.

‡Always of the third person.

‡See note ¶, under Diagram II—[Substitute.]

IV. In parsing, when you come to a *substitute*, distinguish it as a substitute, then tell whether it is *simple* or *connective*, &c. giving the distinctions in the order given in the following diagram:

DIAGRAM II.—SUBSTITUTES.

SUBSTITUTE, 133,	Simp? 141	{ Masc? 83 Fem? 84 Com? 85 Neut? 86	{ First per? 93 Sec. per? 94 Third per? 95	{ Sing. form? 97 Plu. form? 98	{ Subj? 129-Rule. Poss? 130-Rule. Obj? 131-Rule. Ind? 132-Rule. 2fold? 133-Rules. ¶
	Con? 156	{ ..... ..... ..... .....*	{ ..... ..... .....†	{ ..... .....	{ Subj? 129-Rule. Poss? 130-Rule. Obj. 131-Rule. Ind? 132-Rule. 2fold? 133-Rules. ¶
	Int? 160	{ ..... ..... ..... .....*	{ ..... ..... .....†	{ ..... .....	{ Subj? 129-Rule. Poss? 130-Rule. Obj? 131-Rule. Ind? 132-Rule. 2fold? 133-Rules. ¶
	Adn? 164	{ ..... ..... ..... .....†	{ ..... Sec. per? 94 Third per? 95	{ ..... .....   <sup>a</sup>	{ Subj. 129-Rule. Poss. 130-Rule. Obj. 131-Rule. Ind? 132-Rule. 2fold? 133-Rules. ¶
	Neg? 169	{ ..... ..... ..... .....*	{ ..... ..... .....§	{ ..... .....	{ Subj? 129-Rule. ..... Obj? 131-Rule. Ind? 132-Rule. 2fold? 133-Rules. ¶
	Ind? 170	{ ..... ..... ..... .....*	{ ..... ..... .....§	{ ..... .....	{ Subj? 129-Rule. Poss? 130-Rule. Obj? 131-Rule. Ind? 132-Rule. 2fold? 133-Rules. ¶

\*As these substitutes are *always common*, not having any modification to distinguish objects in regard to sex, the pupil in parsing them needs not continue to mention this trait ; but may proceed to the other distinctions of the substitutes.

†As most of the adname substitutes are *common*, the pupil in parsing an adname substitute, needs not continue to mention this trait : he may just mention the distinction when the word really gives it, [see note †A, B, C, p 88,] and may proceed to the other distinctions of the substitutes.

‡As these substitutes can not, of themselves, mark any distinction of person, the pupil in parsing them, may merely tell whether they are substituted

[For notes § || ||<sup>a</sup> ¶ see next page.]

V. In parsing an *asserter*, distinguish it as such ; if it is a *substitute asserter*, mention it as such ; if not, and there are auxiliars, tell which is the principal, which are the auxiliars, and whether the asserter is *intransitive*, *transitive*, &c. and then, whatever kind the asserter, give the other traits in the order following :

### DIAGRAM III.—ASSERTERS.

ASSERTER; 173	Princip ? 175--Auxil ? 176*	Intran? 178--Tran? 179--Recep? 180	Declar? 183	Pr. past? 193	Reg? 202	Sing. form? 205	Rule.		
			Int'rog? 185†	Ind. past? 194	Irreg? 203	Plur. form? 206	Rule.		
				Pri. pres? 195	Def? 204	Com f'm? 207	Rule.		
				Present? 196			Rule.		
				Pr. fut? 197					
				Ind. fut! 198					
			Inferen? 184	Pr. past? 193	Reg? 202	Sing. form? 205	Rule.		
			Int'rog? 185†	Indefin? 199	Irreg? 203	Plur. form? 206	Rule.		
				Pri. pres? 195	Def? 204	Com. form? 207	Rule.		
				Present? 196					
			Com? 186	Present? 196	Reg? 202	.....	Rule.		
					Irreg? 203	.....	Rule.		
					Def? 204	Com f'm? 207	Rule.		
			Depen? 187†	Indef? 199	Reg? 202	.....	Rule.		
				Pr. past? 193	Irreg? 203	.....	Rule.		
					Def? 204	Com. form? 207	Rule.		
Subs. As- } Modes§				Tenses§	.....	Sing. form? 205	Rule.		
sert ? 177 }					.....	Plur. form? 206	Rule.		
					.....	Com. form? 207	Rule.		

Here tell to what the ASSERTER refers--on what it depends; then give your Rule.

Here tell to what the Asserter refers--on what it depends; then give your Rule.

[Notes § || || a ¶ continued from last page.]

for words which are of the first, the second, or the third person, and proceed to the other distinctions of the substitutes.

§ As these substitutes are always of the *third* person, the pupil, in parsing them, may bear this trait in mind, without mentioning it, and may proceed to give the other distinctions of the substitutes.

|| As these substitutes can not, of themselves, mark the distinctions with respect to number, (they being always in the same form whether meaning one, or more than one,) the pupil in parsing them may merely mention whether they are used in the singular or the plural sense, and then proceed to the distinction of case.

|| a These substitutes seldom have the two forms, *singular* and *plural*.—In parsing, as adname substitutes, words which have respectively, the singular and the plural form, the pupil should mention these distinctions ; but in parsing an adname substitute which has but *one* form, he should tell whether it is used in the singular or plural *sense*; and then proceed to distinguish its *case*.

¶ I. In parsing a word in the *twofold* case, the pupil should not expect to apply one rule for *both* cases, *unitedly* considered.

II. If the word is in the twofold case including the *possessive*, with the

[For notes \* † ‡ § || ¶ to above Diagram, see next page.]

VI. In parsing an *adname*, distinguish it as such, and mention the other traits in the order given in the following

DIAGRAM IV.—ADNAMES.

ADNAME, 254	Qual? 256	Simp? 258	Principal? 279 Auxiliar? 280b	Rule. Rule.
		Comp? 259		
		Super? 260		
		Dim? 261 a		
	Speci? 288	Numer? 290	Principal? 279 Auxiliar? 280b	Rule. Rule.
		Ordin? 291		
		Distrib? 292		
		Defin? 294		
	Inter? 301	Indef? 296	Principal? 279 Auxiliar? 280b	Rule. Rule.
	Excl? 302	.....	.....c	Rule.
	Nega? 303	.....	.....	Rule.
	Assert? 304	.....	Principal? 279 Auxiliar? 280b	Rule.
	Modi? 305	.....	Principal? 279 Auxiliar? 280b	Rule.

Tell to what the adname refers--on what it depends--then give your

*subjective* or the *objective*, he should mention the relation which the word sustains from its *subjective* or its *objective* case, and apply the rule for that one case. [See exercises in parsing, immediately after the Rules.]

III. In parsing a word in the two-fold case, *not including* the possessive, the pupil should mention the two-fold case; then tell its first relation or case, and give the same rule as though that was the *only* case, and then mention which other case it represents, and give the rule for *that* as though *that* was the only case. [See exercises in parsing, immediately after the Rules.]

[Notes to Diagram III, Asserters, last page.]

\*When the learner has become able to mark these two distinctions, he may omit them.

†The *Interrogative* mode has the same number of tenses as the *Declarative* or the *Inferential*, from which it is formed.

‡It may be well for a time to have the pupil distinguish the *first* and the *second* division of the dependent mode.

§The substitute assenter has the same mode and tense as though it was any other assenter; but it does not admit the distinctions Trans. Intrans. &c.

||Besides these forms, there is the one *pertaining to thou*, which may be mentioned as such when it occurs in the parsing lesson.

¶Asserters in these modes having but one, the common form, the pupil, keeping this trait in mind, may omit to mention it in parsing.

[Notes to Diagram IV, Adnames, above.]

a If the declension of the *adname* is by prefixing an auxiliar to the principal, instead of changing the *form* of the principal, *to vary* the *sense*, the



VII. In parsing, when you come to a *modifier*, distinguish it as such, and then proceed with it in the order given in the following

### DIAGRAM V.—MODIFIERS.

MODIFIER, 306	{	of manner? <i>a</i> p 182	Simp. form? '309 Com. form? 810 Sup. form? 311 Dim. form? 312	{	Principal ? 317§ Auxiliar ? 318§	Rule. Rule.
		of time? <i>b</i> p 182*				
		of place? <i>g</i> p 182				
		of tendency? <i>h</i> p 182				
		of number? <i>i</i> p 182				
		of order? <i>j</i> p 182				
		of means, } <i>k</i> p 182				
		cause, † }				
		of degree? <i>l</i> p 183				
		of doubt? <i>m</i> p 183				
		of affirm. ‡? <i>n</i> p 183				
		of nega.   ? <i>n</i> p 183				

Here tell what it chiefly qualifies--and if an auxiliar, on what it depends, and give your Rule.

Here tell what is chiefly qualified--and if an auxiliar, on what it depends, and give your Rule.

VIII. 1. In parsing a *relative*, distinguish it as such, and, if it is an ordinary relative, without an auxiliar, merely tell between what it shows relation—whether an *event* or *object* or between *two ob-*

pupil should mention the fact, by saying of the principal, “it is simple in *form*, but made comparative, or otherwise, in *sense*, by the union of the auxiliar with the principal ;” as, *happy*, simple *form* and *sense*: *more happy*—*happy*, in the simple *form*, expressing the comparative sense by the aid of the auxiliar *more*: *most happy*—*happy*, in the simple *form*, expressing the superlative sense by the aid of *more*: *somewhat happy*—*happy*, still, as a simple word, in the simple form, but expressing the diminutive sense by the aid of the auxiliar *somewhat*.

If the adname is defective or indeclinable, as, *silver*, *gold*, *square*, &c. (see 266,) it would be well for the pupil to mention the fact.

*b* The distinctions *principal* and *auxiliar* need not be mentioned, except where both occur in connection. Where there are several auxiliars qualifying one principal, the pupil should tell whether a word is *first*, *second*, or *third* auxiliar.

*c* The *principal* exclamatory adname never has an *auxiliar* qualifying it: the *auxiliar* exclamatory adname being always used to qualify or aid an adname of another kind.

\*It would be well for the pupil, in the earlier stages of his parsing modifiers, to mark the distinctions of time, as *past*, *present*, &c. as given in letters *c*, *d*, *e*, *f*, p 182.

†These are considered in connection, from the fact that the same words are sometimes used to refer to means employed, and sometimes to refer to a cause producing a certain effect mentioned.

‡“*Affirm.*”—a contraction or an abbreviation of *affirmation*.

||“*Nega.*”—an abbreviation of *Negation*.

§These distinctions need not be given except when both occur in connection.

*jects*. The rule is not to be given except when you parse the word depending on the relative.

2. If the relative has auxiliars, distinguish them as such, then tell what they qualify, and give the rule concerning auxiliar relatives.

3. If the relative is adname, modifying, or independent, you may mention this distinctive trait, and tell what relation it shows, &c. not giving any rule except as mentioned above.

### DIAGRAM VI.—RELATIVES.

RELATIVE, 322	Principal ? 324	Adname ? 332	If a principal, tell what relation it shows, but give no Rule.
	Auxiliar ? 325	Modifying ? 333	
		Independent ? 334	

IX. In parsing a connective, distinguish it as such, tell whether it is simple, modifying, &c. as in the following diagram ; tell what it connects, but give no rule except when parsing the *words* connected—and none at all if the connective joins or unites sentences.

### DIAGRAM VII.—CONNECTIVES.

CONNECTIVE, 337	Simple ? 339	Tell what it connects, but give no Rule.
	Adname ? 340	
	Modifying ? 341	

X. In parsing an *interrogative*, distinguish it as such, tell concerning what fact it asks the question, to what it refers, and give the rule ; as mentioned in the following

### DIAGRAM VIII.—INTERROGATIVES.

INTERROGATIVE, 346 { Tell to what it refers, and give your } Rule.

XI. In parsing a *replier*, distinguish it as such, tell its kind, to what it refers, (whether a *question* or a *remark*,) and give the rule as mentioned in the following

### DIAGRAM IX.—REPLIERS.

REPLIER, 348	Affirmative ? 350	{ Tell to what it constitutes an answer, and give your } Rule.
	Negative ? 351	
	Doubtful ? 352	

XII. In parsing an *exclamation*, distinguish it as such, tell what emotion it expresses, (whether of *grief* or *joy*, &c.) tell to what it alludes, and give the rule ; as mentioned in the following

### DIAGRAM X.—EXCLAMATIONS.

EXCLAMATION, 353 { Tell to what it alludes, and give your } Rule.

XIII. ¶ In the general business of parsing, remember that every part of speech and subdivision is named according to its *general use*; and that when it is applied to some purpose different from what its name or definition represents, you are to describe its application as it is, if right; and to change its application when you find it wrongly applied; and

XIV. ¶ Lastly—Remember to think for yourself, to exercise your own judgment, bearing in mind that in *science*, as in *morals*, *authority* can not make *right*, what, in itself, is *wrong*; or make *wrong*, what, in itself, is *right*—that in Science and Law, in Philosophy, in EVERY THING, the language of the inquirer for truth should be, “*How is this matter?*” not merely, “*How have other men regarded it?*”

### 371 CASES, DIRECT AND INDIRECT.

I. *a* A name or substitute is said to be in the subjective case, *direct*, when it denotes the direct and leading subject, and acts as the basis or foundation of the remark which is made, by joining an asserter to the name or substitute. This is seen,

*b* First, when but one name or substitute is used to denote a subject; the name or substitute having an asserter referring to it, and depending on it; as,

*Julia* HAVING DIED, *John* RETURNED. *James* WRITES. Is *George* sick?

*c* Second, when several words are used to denote persons or things that are *jointly* or *separately*, yet *equally*, the subjects of remark; the subjective words having the same relation to the asserter; as,

*Seth* and *George* VISIT us. *James* or *Henry* MUST GO home. No *sun*, no *moon*, no *star* GIVES light.

*d* A name or substitute is in the subjective case *indirect*,

First, when it is added to a direct subjective word for emphasis, or to particularize or describe the *direct* subject; as,

*JULIA*, herself, worked that vail. *JOHN WILLIAMS*, the merchant, went to London. That *MAN* is *Mr. Clay*. *HE* is a statesman.

*e* Second, when it is joined by a connective to a foregoing sentence, to participate in the sense of the asserter, or of that and whatever else may be said of the *direct* subjective; as,

*HANNAH* IS AT SCHOOL, and *Grace* and *Mary*. *JULIA* MUST GO HOME, or *Sarah* or *Harriet*. *JAMES* IS SICK, as, also, his brother. [In these examples, the combinations in SMALL CAPITALS are perfect sentences with or without the indirect subjective words in *Italic*.]

*f* *Third*, when it is joined to the *sentence* or to the *direct subjective*, by the connective *not*, or *as well as* : Thus,

VIRTUE, not rolling *suns*, matures the soul. *James* is engaged in study, as well as *George*—or, *James* as well as *George*, is engaged in study.

II. A word is said to be in the possessive case *direct*, when it ~~denotes~~ of itself, by its form, the possessor, as such ; as, *John's* book : and in the possessive case *indirect*, when used to particularize or describe the person or thing denoted by a *direct* possessive word ; as,

JOHN'S skill, as a *musician*, is great. JANE'S toil, as a *teacher*, is done.

III. A word is said to be in the objective case *direct*, when used to denote the object of an action or fact, or of relation ; as, I BOUGHT an *apple* FOR *Henry* : and in the objective case *indirect* when used to particularize or describe the direct object ; as, I love my TEACHER, the *guide* of my early years.

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## ANALYTICAL RULES,

APPLIED IN PARSING, AND USED AS GUIDES IN COMPOSITION.

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### RULE I—PART 1.

372 A word in the subjective case, *direct*, has an asserter referring *to* it and depending *on* it ; as,

*James* WRITES elegantly. *Julia* HAVING DIED, *John* RETURNED home. I AM well. We ARE near home. *Seth* and *George* VISIT their cousins often. “ *Thou* ART my guide.”\**a*

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\**a* For the distinctions between the *direct*, and the *indirect* subjective case, see letters *a*, *b*, *c*, *d*, *e*, *f*, of 371.

*b* In the first of these examples, the asserter *writes* is seen *to refer* to the subjective word *James* to denote the *person* who is the subject of the remark. At the same time the asserter is seen *to depend on* the name *James*, thus used in the subjective case *direct* : for, though the asserter, thus joined to the name *James*, makes perfect sense, (*James writes* elegantly,) yet if the name was omitted, the rest of the sentence would be nonsense : (— *writes* elegantly.) This shows the truth of what the rule says—that the asserter *refers to*, and *depends on*, the word in the *subjective case direct*.

*c* In the next example, the name *Julia* is seen to be in the *direct subjective* case, and to have the asserter *having died* referring *to*, and depending *on*, the name. This part of the whole expression, (*Julia having died*,) does not constitute an independent remark, it is true ; as this is but an auxiliar



## RULE I—PART 2.

**373** A word in the subjective case *indirect*, *relates to* an asserter which may *depend on* a *direct* subjective word; as,

James is ~~taller~~ than *Helen*. Sarah is as old as *Julia*. Hannah is at school, and *Grace* and *Mary*. Go, as my *friend*, and invite William. ‘Virtue, not rolling *suns*, MATURES the soul.’\**a*

sentence—but the name *Julia* is, notwithstanding, the dependence of the asserter *having died*.

*d* In the last example but one, the names *Seth* and *George* are in the subjective case *direct*, relating, alike, to the asserter *visit*, and having, alike, the asserter referring to, and depending on, the names. These two names denote the two persons who are, *jointly* or *unitedly*, the subjects of the *one* remark. The relation of the asserter to these two names, is the same that it would be if they should stand thus:

Seth and George	}	<i>visit</i> us—or,	Seth and George	}	<i>are</i> my friends—the two names
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being, not *separately*, but *unitedly* in the subjective case *direct*, from their connection with the asserter *visit*, or *are*.

*e* The number of the direct subjectives of an asserter is not limited, but depends wholly on the nature of the matter treated of, and the taste of the author. Thus,

I. James, Henry and William,	}	<i>are</i> my cousins.	II. “No sun, No moon, No star,	}	<i>gives</i> light.”
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Here the three names in diagram I, are *jointly*, *unitedly*, in the subjective case, from their connection with the asserter *are*—and the three names in diagram II, are *separately*, *individually*, in the subjective case: the purpose of the speaker or writer being to affirm the fact of each subject, *separately*.

\**a* For the distinction between the *direct*, and the *indirect* subjective case, see letters *a*, *b*, *c*, *d*, *e*, *f*, of 371.

*b* In the first example, the name *James* is the *direct* subjective word to which the asserter refers, and on which it depends; yet the name *Helen*, in the subjective case *indirect*, denotes a person who is as much the subject of remark as is the man *James*: but while the name *James* has the asserter *is* referring to it, and depending on it, [as, ‘James is taller’—making perfect sense,] the name *Helen* merely *relates to* the asserter, (taking from that relation its distinction of case,) but does not have the asserter depending on it—for, to say, “— is taller than Helen,” would be nonsense—yet to say, “James is taller,” is perfect sense—all which proving that the asserter *depends on* the *direct* subjective, while the *indirect* subjective, though *denoting* one of the subjects of the remark, merely *relates to* the asserter.

*c* In the third example, the name *Hannah* is the *direct* subjective word to which the asserter *is* refers, and on which it depends, as, ‘Hannah is at school’—making perfect sense; yet the names *Grace* and *Mary*, in the sub-

## RULE II—PART 1.

374 An asserter, not in the commanding or the dependent mode, should agree in its subjective termination with the name or substitute on which it depends ; as,

1 JAMES *writes* elegantly. 2 I *am* well. 3 WE *are* near home. 4 SETH and GEORGE *visit* their cousins often. 5 THOU *art* my guide.\*a

6 JAMES *is* taller than Helen. 7 SARAH *is* as old as Ju-

jective case *indirect*, denote persons who are subjects of the remark, (as much as is the person Hannah,)—persons of whom it is affirmed, they are at school. In this sentence, the sense is complete, as far as it extends, *with* the name *Hannah*, and *without* the other names—the asserter *is* depending on the name *Hannah* ; the last two names *relating* to the asserter *is*, and what follows it, ['at school,'] but not having the asserter *depending* on them.

d In the last example the name *virtue* is the direct and leading subjective word on which the asserter depends ; while the *indirect* subjective word *suns* *relates* to the asserter, which *depends* on the *direct* subjective word *virtue*. The name *suns* has no more effect on the asserter than as though the name was enclosed in parenthesis ; as, 'Virtue, (not rolling suns,) matures the soul.'

e The indirect subjectives have the same relation as though they stood thus :

Virtue,	} matures the soul.	Hannah is { at school, and <del>and</del> Grace and Mary.
rolling suns,		

f I. In the example, "Go, as my *friend*, and invite William," the asserter is used in the *commanding mode absolute*—(not having a direct subjective on which to depend)—and the name *friend*, in the subjective case *indirect*, relating to the asserter, which is independent of it, making full sense without it—[as, 'Go, and invite William.']

II. From the foregoing, (f, I,) we learn that the asserter to which the *indirect* subjective relates, *may* depend on a *direct* subjective, or *may* be used absolute in the commanding mode, not depending on any subjective word.

\*a In the first example it is seen that the asserter *writes* refers to and *depends* on the name *James* with which it agrees in its subjective termination ; as, JAMES *writes*, I *write*, WE *write*.

b In example second, the asserter *am* refers to, and depends on, the ~~asserter~~ *I*, with which it agrees in its subjective termination ; I *am*, not I *are*.

c In example third, the asserter refers to, and depends on, the substitute *we*, with which it agrees ; as, WE *are*, not WE *am*, or *is*.

d In example fourth, the asserter *visit* refers to, and depends on, the two

lia. 8 HANNAH *is* at school, and Grace and Mary. 9 VIRTUE, not rolling suns, *matures* the soul. 10 John's whole PROPERTY *is* a farm and a store. 11 A FARM and a STORE *are* John's whole property. 12 I *saw* as many PERSONS as *were standing* outside. 13 Seth bought such FRUIT as *was needed*. 14 William bought more APPLES than *were carried away*.†A

subjective words, the names *Seth* and *George*, with which, *unitedly* considered, it agrees in its subjective termination ; as,

Seth	}	<i>visit, not visits—</i>
<sup>put</sup> George		

though the asserter, if depending on either of these names, *separately* considered, would be different in its subjective termination ; as, *Seth or George visits, not visit.*

e In example fifth, the asserter *art* refers to, and depends on, the direct subjective word *thou*, with which it agrees in its subjective termination ; as, *thou art, not thou am, or is, or are.*

†A In example sixth, the asserter *is* has a direct dependence on the name *James*, with which it agrees : yet, although the name *Helen*, in the subjective case *indirect*, *relates to* the asserter, the asserter does not depend on the name *Helen*, but only on the name *James*. ¶ The same may be said of the asserter *is*, in example seventh, in reference to the names *Sarah* and *Julia*.

B In example eighth, the asserter *is* refers to, and depends on, the name *Hannah*, from which it takes its form, or with which it agrees in its subjective termination ; as, *Hannah is, not are* ; yet the names *Grace* and *Mary* in the subjective case *indirect*, though *relating to* the asserter, have not the asserter at all depending on them, or agreeing with them ; the asserter depending on, and agreeing with, the *direct* subjective word *Hannah*.

c In example ninth, the asserter depends on, and agrees with the *direct* subjective word *virtue* ; as, *virtue matures, not mature* : for, though the *indirect* subjective word *suns*, (see letter *f*, p 233,) *relates to* the asserter *matures*, and takes its subjective character from that relation ; yet the asserter has no dependence on, or agreement with, the name *suns* : but, if the names had stood, 'Rolling suns, not virtue,' &c. the name *suns* would have been in the subjective case *direct*, and would have had the asserter depending on it, and agreeing with it ; as, 'Rolling suns, (not virtue,) *mature,*' &c.

D In example tenth, the asserter *is* refers to, depends on, and agrees with, the *direct* subjective word, *property* ; (as, *his property is* a farm and a store.) The asserter does not take its form or termination from the *indirect* subjectives, *farm* and *store*.

E In example eleventh, the asserter *are* refers to, and depends on, and agrees with, the *direct* subjective words *farm* and *store*, *unitedly* considered ; as, *A farm and a store are* his property.

F In example twelfth, the asserter *were standing* refers to, and, by the aid of the connective *as*, depends on the name *persons*, with which it agrees ; the name *persons* being in the two-fold case, representing the *objective*, from

## RULE II—PART 2.

375 An asserter may agree with a foregoing sentence, as its subjective phrase, when it is joined to the sentence by the connective *as* : thus,

1 “JAMES DIED EARLY IN SEPTEMBER, as *appears* from this

its relation to *saw*, (showing what *objects* I saw,) and the *subjective*, from its relation to *were standing*, (showing *who* were standing.)

G I. In example thirteenth, the asserter *was needed* refers to the name *fruit*, on which, by the aid of *as*, it depends, and with which it agrees, (as, the fruit *was*, not *were*,) the name *fruit* being in the two-fold case, *objective* after *bought*, and *subjective* before *was needed*. ¶ The same remark may be made of the asserter *were carried*, in example fourteenth, in its connection with the name *apples*, with which it is joined by the connective *than*.

II. ¶ A connective substitute, representing a word of the *first* or the *third* person, requires the same form of the asserter depending on it, that would be required by the word for which the connective substitute stands; as, The MAN *was* there—The MAN WHO *was* there is my friend. The MEN *were* there—The MEN WHO *were* there are my friends. I *am* your friend—I WHO *am* your friend advise you thus. I *teach* school—I WHO *teach* school advise you thus. A MAN *teaches* your school—

I am the MAN  $\left\{ \begin{array}{l} \text{WHO} \\ \text{OR} \\ \text{THAT} \end{array} \right\}$  teaches your school.

III. When a connective substitute stands for a simple, or an adname substitute of the second person, it requires the same form of the asserter depending on it that would be required by the word for which it stands; as, John YOU *are* my friend—John, YOU WHO *are* my friend should not treat me thus. [See 148, p 77,] and,

IV. In the *grave* style, when a connective substitute stands for a *name* of the second person, it requires the same form of the asserter that the substitute *thou* would require. “THOU *art* above all other gods.” “Our FATHER, WHO *art* in Heaven.”

V. The pupil should remember that two or more names or substitutes in the singular form denoting *different* subjects that are considered *unitedly*, *not separately*, require the same form of the asserter that *one* name or substitute in the plural form would require; as, JAMES and JULIA *are* here—or, My FRIENDS *are* here—or, THEY *are* here.

VI. Different names or substitutes in the singular form, though taken connectedly, require the *singular form* of the asserter if all the names are used to mention, characterize, or describe the one subject; as, “The Father of his country is no more.”

The warrior,  $\left\{ \begin{array}{l} \text{the statesman, and} \\ \text{the philanthropist,} \end{array} \right\}$  has gone to his eternal rest.

VII. Names, though in the *plural* form, when denoting time, distance,



letter." 2 "THE CIRCUMSTANCES WERE DESCRIBED as follows."\**a*

## RULE II—PART 3.

376 An asserter in the *commanding* or the *dependent* mode { may depend on a name or substitute to denote the subject :  
 { may be used absolute in a sentence of general remark or address ; as,

1 John ; GO home to assist your brother. 2 Julia ; STUDY to improve your mind. 3 Friends ; LET us return to write our let-

money, weight, or measure, meaning the amount, sum, or quantity, require, respectively, the *singular* form of the asserter ; as,

Sixty minutes }  
 An hour } was too long for Julia to study.

Three miles }  
 A league } was too far for me to walk.

Two thousand pounds }  
 A ton } is more than James can carry.

Ten dollars }  
 An eagle } was too much for that book.

"Eight quarts }  
 A peck } was divided among twenty sailors."

VIII. ~~§~~ Asserters depending on 'defective' names vary their forms according to the usage of the language. For this, see the list of 'defective names,' under the head of Distinctions of Number, in 'Synthesis,' after the 'General Exercises in Parsing.'

\**a* In example 1, the asserter *appears* refers to the whole sentence describing the event of *James' dying* ; which *event appears* from the letter. The asserter, it is seen, is joined by the connective *as* to the sentence describing the event : the asserter, itself, depending on the sentence to which it is joined by the aid of *as*. The whole sentence is *singular* in sense, expressing a single event : the asserter is therefore in the *singular form* ; as, appears, not *appear*.

*b* In example 2, the asserter depends on, and agrees with, the sentence, 'The circumstances were described,' as a subjective phrase—the sense of the sentence, taken as a *whole* or a *single fact*, (the *description* of the circumstances,) requires the asserter depending on it to be in the *singular form* ; as, follows, not *follow*. It means the same as, 'The *description* of the circumstances was as follows.' [Here the asserter *follows* depends on, and agrees with, the word *description* in the two-fold subjective case, (to which the asserter *follows* is joined, by *as*)—the word *description* being in the subjective case from its connection with *was* ; as, also, in the same case, from its connection with *follows*.]

ters. 4 Long LIVE the friends of virtue. 5 "HALLOWED BE thy name. 6 Thy kingdom COME. 7 Thy will BE DONE."\*<sub>a</sub>

8 REMEMBER the Sabbath day *to keep* it holy. 9 "God said, 'LET there be light,' and there was light." 10 "God said, 'LET there be lights in the firmament of heaven,' and so it was."†<sub>A</sub>

### RULE III.

#### 377 A word in the simple possessive form and

\*<sub>a</sub> In the first example, the name *John* is as much in the subjective case as the word *you*, would be if used ; as, *you* go home—the asserter *go* referring to, and depending on, the name *John* to denote the subject of the command. *To assist*, in the same example, refers to, and depends on, the name *John*, to denote the subject of remark, and also depends on the asserter *go*. [See *aa*, p 108.]

*b* The asserters in these two modes, though referring to, and depending on, the subjective word, have no agreement with it in their subjective terminations ; for whatever may be the *person* or *form* of these subjective words, the asserters undergo no change in form or termination ; as, JULIA ; *study to improve* your mind. GIRLS ; *study to improve* your minds.

*c* In example 3, the asserter *let*, in the commanding mode, depends on the name *friends*, in the subjective case ; and the asserters *return*, and *to write*, in the dependent mode, refer to, and depend on, the word *us*, in the two-fold case—the obj. after *let*, and the sub. before *return* and *to write*.

*d* In example 4, the asserter *live*, though in the commanding mode, is used to express desire—[see *g, h, i, j*, p 113]—and depends on the name *friends*, of the *third* person, but having the same form, and being in the same mode as though employed with a word of the *second* person, and to express command ; as, "Live YE the life of the righteous, that you may die his death."

*e* In examples 5, 6 and 7, the asserters, though used to express desire, are in the commanding mode, and depend on their respective subjective words, *name*, *kingdom* and *will*.

†<sub>A</sub> In example 8, the asserter *remember*, in the commanding mode, and the asserter *to keep*, in the dependent, are both used *absolute*, or without any name or substitute on which to depend—[see 188, p 103, and \*<sub>a, b, c</sub>, p 219.]

*B* In each of the examples, 9 and 10, the asserter *let* is used in the commanding mode *absolute* : though the asserter *be* is in the dependent mode, refers to, and depends on, the name *light*, in the *two-fold* case—the *objective* before *let*, and the *subjective* before *be*.

*c* ¶ In parsing examples under this part (3) of Rule II, the pupil will repeat the *first line* of the rule with what is in the *upper* part of the brace if the asserter *depends on* a name or substitute : but if the asserter is used *absolute*, he will repeat the *first line* with what is in the *lower* part of the brace.

case must precede, and depend on, the word or phrase denoting the thing possessed; as,

*John's book. Maria's friend. I lost my knife. Seth; will you lend your umbrella.\*a*

### RULE IV—PART 1.

378 A name or a substitute, (not connective,) given in addition to another for the purpose of emphasis or explanation, must be in the same case; as,

JULIA, *herself*, will work that vail. JOHN WILLIAMS, the merchant, went to London. SETH DAVIDSON, my *companion* in distress, has returned home. I regard HIM as my *brother*.—"An honest MAN! the noblest *work* of God." "YE good dis-

\*a In all of the foregoing examples it is seen that the words in the possessive case depend on the following names denoting the things possessed: for to say, 'I lost *my*—*my* —!' would seem nonsense; while to say, 'I lost *my book*,' would be perfect sense. This shows that the word *my*, depends, for its place—its use, on the name following, and denoting the thing possessed. So is it with the words *John's, Maria's, and your*.

b Suppose Henry's teacher had sent him home at an unusual hour, and that Henry's father disapproved the fact of his return; I might then say, 'Henry's RETURNING from school displeased his father.' Here the word *Henry's*, in the simple possessive form and case, precedes, and depends on, the phrase *returning from school*, which pertained or belonged to Henry, (the man,) and which displeased Henry's father; but it depends more immediately on the *assertive* name *returning*; as much as it would have depended on the mere name *return*, had that been used. Thus,

Henry's  $\left\{ \begin{array}{l} \text{returning} \\ \text{return} \end{array} \right\}$  from school displeased his father.

It was not *Henry*, himself, as a person, merely, that displeased his father. The father was *not displeased* with *Henry*; he was pleased with *him* that he obeyed his teacher—but he was displeased with *what Henry did*—

with his  $\left\{ \begin{array}{l} \text{return from school—} \\ \text{=} \\ \text{returning from school.} \end{array} \right.$

c From the foregoing it is seen that a word in the possessive case may depend on a phrase or combination of words describing a *fact done*, as well as a name denoting a mere object or thing possessed.

d ¶ In parsing a word in the two-fold case, including the *possessive* with the *subjective* or *objective* or *both* [See letter *f*, p 65,] the relation and dependence of the possessive case are merged or lost in the *subjective* relation, or the *objective* relation and dependence. Of course, no rule is necessary concerning the possessive meaning of the word thus used in the two-fold case.

*tressed, YE noble few, bear up awhile."* James: WHOM did you meet? *Henry Jackson.\*a*

#### RULE IV—PART 2.

379 A name in the possessive case *indirect*, may be used without the possessive sign, (' or 's) to explain in reference to the *direct* possessive word; as,

HARRIET's success, as a *teacher*, is unrivalled. MY business, as a *philosopher*, is to describe facts. I purchased my watch at the *jeweler* H. JUDSON's store—or, at *H. Judson*, the JEWELER's store.†

\*a All words used in accordance with this rule, for the sake of emphasis or explanation, are in their respective cases *indirect* in their reference to the words to which they are added, in the *direct* cases. The distinctions of *direct* and *indirect*, are applied to words in the *independent* case, on the same principle as to the *possessive* or the *objective*; a word being in the *independent* case, *indirect*, when used to particularize or describe the person or thing denoted by the word in the *independent* case, *direct*; as, An honest *man*! the noblest *work* of God—the name *man* being in the *independent* case, *direct*—and the word *work* in the same case *indirect*.

b These words are used for emphasis or explanation in such relation, (in certain cases *indirect*,) to the sentences in which they occur, that when in the subjective case, they have no influence on the form of the asserter; as,

John's { two FARMS and three STORES, } WERE SOLD at auction.  
          { his whole PROPERTY, } }

John's { whole PROPERTY, } WAS SOLD at auction.  
          { two farms and three stores, } }

c In the first example in the diagram, the names *farms* and *stores* are the direct subjects of the asserter *were sold*, and give the asserter its form, while the word *property*, in the subjective case *indirect*, (being given in addition to this, and explanatory of the names *farms* and *stores*,) does not in the least influence the asserter to which it is in the subjective case *indirect*.

d In the next diagram, the word *property*, in the direct subjective case, determines the form of the asserter *was sold*. The two following names, given in addition to, and explanatory of, the name *property*, are in the subjective case *indirect*, and do not influence the asserter.

e In the last example given under the rule, the word *whom* is in the objective case, *direct*, from its relation to the asserter *did meet*; and the name *Henry Jackson*, in the objective, *indirect*, as it is given in addition to, and explanatory of, the direct objective word *whom*. By the question, *whom did you meet?* there is an admission that somebody was met, and the name *Henry Jackson* explains by showing *who* it was.

†These words in the possessive case *indirect*, sustain the relations described, only by their reference to the *direct* possessive words, denoting the same persons or things. [See 130, II, and II p 233.]



### RULE IV—PART 3.

380 A phrase or any part of speech, used to explain another, meaning the same thing, must sustain the same relation as that which it is used to explain; as,

James: TO WHOM shall I present this book? *To Helen.*—  
IN WHOSE HOUSE do you reside? *In William's.* “Plato calls  
QUITTING SENSE,\* *imitating God.*”†a

### RULE IV—PART 4.

381 A name, or substitute, (not connective,) meaning what is expressed by a phrase or a sentence, may be in the independent case, or any other case; [according to circumstances;] as,

“The curfew tolls—the *knell* of parting day.” “Fear God, and keep his commandments, for *this* is the whole duty of man.”‡A

\*Ceasing from sensual pleasures.

†a In the first example, the phrase *to Helen*, is given in addition to the phrase *to whom*, in the interrogative sentence before it, to which it refers—the *last* relative, *to*, showing the relation between the fact (contemplated) of my presenting the book, and the person denoted by the name *Helen*, in the objective case direct, from its relation to the word *to*—just as the *first* word *to* shows the relation between the fact (contemplated) of my presenting the book, and some person indicated or brought to mind by the interrogative substitute *whom*, in the objective case direct, from its relation to, and dependence on, the word *to*.

b In the next example, the phrase *in William's* is used to explain the phrase *in whose house*—the name *William's* being in the two-fold case, corresponding with the possessive and objective, in the phrase which *in William's* is used to explain—the word *William's* being in the two-fold case: in the possessive case, and objective case, depending on the relative *in*.

c In the last example, the phrase *imitating God* is used to explain the character of the fact expressed by the phrase *quitting sense*—yet the assertive name *imitating* is in the objective case *indirect*, from its relation to the mere asserter *calls*, just as the assertive name *quitting* is in the objective case *direct* from its relation to *calls*; yet the assertive name *imitating*, like a mere asserter, has the name *God* in the objective case *direct*, depending on it, just as the assertive name *quitting* has the name *sense* in the objective case *direct*, depending on that.

‡A In the first example, the name *knell* means the fact expressed by the foregoing sentence, the fact of the curfew or evening bell's tolling; and is in the *independent case*—just as the sentence which this word *knell* explains, is an *independent sentence*.

B In the next example, the adname substitute *this* means the fact men-

## RULE IV—PART 5.

382 A name or substitute may be used in addition to, and explanatory of, a phrase expressing a fact, and may have the same relation to a sentence ; as,

- 1 He had buried { WHAT CONTENTS MAN HERE,  
his *health*, his *joys*, his *hope*.  
2 James accomplished { WHAT WAS AGREED ON, } and returned.\**a*  
the *printing*, }

## RULE V—PART 1.

383 An intransitive or a receptive asserter may have before it a word in the subjective case, direct, and after it, one in the subjective case, indirect, describing or particularizing the subject ; as,

JULIA is my friend. WASHINGTON was appointed commander-in-chief. The CHILD was named Samuel. JAMES hoped to become an engineer. GEORGE was recommended as an honest man.†A

tioned by the foregoing sentence ; and is in the subjective case direct from its relation to the asserter *is*.

\*a In example 1, the names *health*, *joys*, and *hope*, are given to explain the phrase above it. The phrase, as a *whole*, is in the objective case, *direct*, from its relation to the transitive asserter *had buried*, and the names, *unitedly* considered, are in the same case, *indirect*, from their reference to the phrase, and *indirect* relation to the same asserter—yet the connective substitute, as *one word*, is in the *two-fold* case, the objective, *direct*, after *had buried*, and subjective, *direct*, before *contents*.

*b* This remark is essentially true of the name *printing*, in its connection with, and relation to, the phrase above it, and the asserter *accomplished*.

†A In such examples, the *direct* subjective word determines the form of the asserter ; as, “ *His meat was locusts and wild honey.*” Henry’s whole *property is* three farms, two stores and a flour mill—or, Three *farms, two stores and a flour mill are* Henry’s whole property.

b In examples of the kind mentioned by this rule, the subjective, indirect, may be different in *person* from the subjective, *direct*. Thus, "I am *he* whom ye seek." Here the *direct* subjective word is of the *first* person, and the *indirect* subjective, *he*, of the *third* person, though both denoting the same being or individual. "Thou wast my guide, philosopher, and friend." Here the *direct* subjective word *thou*, is of the *second* person, and the three *indirect* subjectives, of the *third* person. See *b, c*, p 54.

c In examples of this kind, the *direct* subjective may be *singular* in form,

## RULE V—PART 2.

384 An intransitive or a receptive asserter may have before it its *direct* subjective, with a connective or an interrogative substitute, as an *indirect* subjective, meaning the same person or thing; as,

James is the man *that* I thought *he* was. Jane is *what* I had understood *she* was. You must take Henry for *what* *he* is REPRESENTED to be. *Who* do you think *I* AM? \**a*

## RULE V—PART 3.

385 An intransitive or a receptive asserter, used as an *assertive name*, with a possessive word, before it, may have after it a subjective, indirect, meaning the same person or thing; as,

William's HAVING BECOME *judge*, changed his whole demeanor. Seth's BEING MADE the *victim* of intolerance, awoke him to patriotism. †*A*

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and the *indirect* subjective, *plural*; as, 'His *meat* was *locusts* and wild *honey*;' or the *direct* may be *plural*, and the *indirect*, *singular*; as, 'Locusts and wild *honey* were his *meat*.'

\**a* Here the first asserter *was* has the direct subjective word *he*, on which it depends; while the indirect subjective *that*, a connective substitute, relates to the asserter.

*b* In the second example, the asserter *was* has as its direct subjective, *she*, and, as its indirect subjective, the word *what*, in the two-fold case—subjective, indirect, from its relation to *is*, before it, and the same from its relation to *was*, after it. [The same remark may be made of the asserter *is represented*, as connected with *he* and *what*—and of *am*, in connection with *I* and *who*.

†*A* Here the word *judge* is seen to be in the subjective case, indirect, after the assertive name *having become*, just as it would be after the mere asserter *became*; as, William *became judge*.

*B* The whole phrase, *William's having become judge*, is a substitute phrase, in the subjective case, direct, from its relation to the asserter *changed*; the name *William's* being in the simple possessive case, preceding, and depending on, the phrase *having become judge*—[see note *b*, p 240.]—The phrase, *having become*, as an *assertive name*, (taken with its attendant words,) is in the subjective case, direct, from its relation to *changed*; and the name *judge*, in the subjective, indirect, after the assertive name *having become*, to which it relates. The name *judge* sustains to the *assertive name*, *having become*, the same relation that it would sustain to the mere asserter *became*; as, William *became judge*—William's *having become judge*, &c.

## RULE V—PART 4.

386 An intransitive or a receptive asserter, used as an assertive name, may have after it an indirect subjective, *describing* the person or thing denoted by a prior *subjective* or *objective* word; as,

The MAN was unhappy in *being* the *slave* of party prejudice.—I found HENRY sorry for *having been made* the *dupe* of his false friend.\*a

## RULE VI.

387 A word or phrase in the independent case may stand distinct from a sentence, or may refer to a sentence, or be referred to by one; as,

*Henry*: Julia has gone to school. “An honest *man*! the noblest work of God.” “O *glorious hour*! O *blest abode*!”—*Seth*: where did you see my brother? “Oh *Israel*! thou hast destroyed thyself.” *To be plain with you*, I think you were wrong.†A

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\*a Here the name *slave* is just as much in the subjective, indirect, after the assertive name *being*, as it would be after a regularly formed asserter; as, The man was the *slave*. So is it with the word *dupe*, in the subjective case, indirect, after the assertive name *having been made*; as, Henry had been made the *dupe*, &c. I found Henry sorry for *having been made* the *dupe*, &c.

b In the first example, the whole phrase, *being the slave of party prejudice*, is a substitute phrase, in the objective case after, and depending on, the relative *in*—the word *being* is used as an assertive name, in the objective case, (in its *name* capacity,) from its *immediate* connection with, and dependence on, the relative *in*; and the word *slave*, in the subjective case after *being*, (in its *assertive* capacity or character.) So is it with *having been made*, and *dupe*.

†A In the first example, the name *Henry* is of the *second* person, and in the independent case; agreeing with the first part of the definition. The word *man*, in the next example, is of the *third* person, and in the independent case; as, also, the phrases *glorious hour* and *blest abode*: yet the individual words of these two phrases being parsed separately, the words *glorious* and *blest* are qualifying adnames, belonging to their respective names; while the names, themselves, (*hour* and *abode*,) are of the *third* person, and in the independent case.

B The name *Seth*, in the next example, is in the independent case, though it is referred to by the sentence, by the word *you*, in the sentence; according to the second part of the definition. The same may be said of the name *Israel*, and of the phrase *to be plain with*, except that this phrase *refers to* the sentence, instead of *being referred to by* the sentence.



## RULE VII—PART 1.

388 A transitive asserter, used in a *particular* sense, requires depending on it, or referring to it, a word in the objective case, denoting the object affected, or to which the fact is extended ; as,

James ATE the *apples which* I had given to Henry. Joseph OWNS a *farm*. Helen told me *whom* I SHOULD MEET. George HAS more *fruit* than he CAN EAT. I HAVE as many *books* as I CAN READ. I BOUGHT such *books* as Henry SELECTED.\**a*

## RULE VII—PART 2.

389 A transitive asserter may be used in a *general* sense, *without* an objective ; or *with* an objective whose meaning is as *indefinite* as the sense of the asserter would be without it ; as,

George *eats* voraciously. Seth *reads* well. Hannah was requested *to sing* SOMETHING for the entertainment of the party.†A

\**a* In the first example, the asserter *ate* has the name *apples*, in the objective case, depending on it—for, to say ‘James — the apples,’ would be nonsense ; though to say, ‘James *ate* the apples,’ is perfect sense. This shows that the objective word *apples* depends, for its place, on the transitive asserter *ate*, denoting the action by which the objects (the apples,) were affected. [See XXIII, p 32.]

*b* The word *which*, in the same sentence, is in the objective case direct. It denotes the apples as the *objects affected* by the fact (of giving,) represented by the transitive asserter *had given*, on which the objective word *which* depends. [See XXIII, p 32.]

*c* In the example, “John owns a farm,” the transitive asserter *owns* represents the fact of owning as *extending to* an object, the farm. [See XXV, p 33.] The name *farm* denotes the object to which the fact of owning extends, and depends for its place on the asserter *owns* ; as it would be nonsense to say, ‘John — a farm.’

*d* In the example, ‘George has more fruit than he can eat,’ the name *fruit* is in the two-fold objective case, from its relation to, and dependence on, the transitive asserter *has*, and its *referring to*, though not depending on, the transitive asserter *can eat*—the name *fruit* expressing the idea of the substance which John *has*, and of the substance which (it is affirmed,) he *can eat*. The objective word *fruit* depends on the asserter *has*, and *refers to*, but does not *depend on* the asserter *can eat*—for the sentence would be good sense without the last clause ; as, ‘John has fruit.’ or, ‘more fruit’—but nonsense without the first clause ; as, ‘fruit than he can eat’ ! [The other examples are parsed in the same general manner.]

†A Here the asserter *eats* expresses the idea of eating, generally considered, not having reference to the eating of any particular thing ; though the asserter *eats* is necessarily *transitive*, for it is not possible that he should *eat*,

## RULE VIII.

390 An intransitive asserter becomes transitive by having, depending on it, a name or substitute denoting the fact which the asserter expresses ; as,

“ I *have fought* the good FIGHT, and *shall soon sleep* the sleep of death.” The race of life WHICH Seth *ran*, was very short. “ *May I live* the LIFE of the righteous, that I *may die* his DEATH.”\*

## RULE IX.

391 A transitive asserter may have, depending on it, two direct objectives, not connected, one denoting the object of the fact, and the other the object to, or for which, the fact occurs ; as,

“ Son ; GIVE *me thy heart*.” “ GIVE *us our daily bread*.”—James TAUGHT *Helen Grammar*. I OFFERED *Samuel* a carriage for his journey. George PAID *Albert* some money.†a

without eating something—yet the intention of the speaker or writer is, not to show *what* he eats, but *how* he eats. So is it with *reads*, in the next example.

B The asserter *to sing*, in the last example, is used in a sense quite as *general* or *indefinite*, as it would be without an objective ; the word *something* being incapable of adding any *definite idea* to the expression. I may say, “ Hannah was requested *to sing* for the entertainment,” &c. or, “ Hannah was requested *to sing SOMETHING* for the entertainment,” &c.—and both forms of expression are alike *indefinite* or *general* in their meaning.

\*The principle recognized by this rule, is quite limited, and should not be carried so far as to sacrifice elegance of style—thus, ‘ I *walked a walk* before breakfast,’ would be very inelegant, and not consistent with good usage: though ‘ I *took*, or *had a walk*,’ &c. would be in accordance with elegance and good usage. [So, we say, ‘ I *took* a ride this afternoon ;’ not ‘ I *rode a ride*,’ &c.]

†a In such examples, the objective words depend alike on the asserter ; though, sometimes, the first of each two objectives may not be used without the other ; thus, though it may be said, ‘ I offered a carriage,’ as a perfect sentence, I may not say, ‘ I offered *Samuel*.’ I may say, ‘ James paid *Henry* some money ;’ ‘ James paid Henry ;’ ‘ James paid *money* to Henry,’ or, ‘ James paid *money*.’

b An asserter, thus used, in reference to one of the objectives, has a meaning different, in degree from what it has in its reference to the other. With some asserters, this meaning can be explained by corresponding words, having the same relation. With others, the sense, alone, can exhibit the different meanings. Thus,

c ‘ James taught *Helen Grammar*.’ Here the asserter *taught*, as used in

### RULE X—PART 1.

392 A receptive asserter may have, depending on it, a direct objective denoting what is represented as pertaining to the subject of remark ; as,

Helen WAS TAUGHT *Grammar*. Samuel WAS OFFERED a *carriage* for his journey. John WAS PAID some *money* before he started.\*a

### RULE X—PART 2.

393 A receptive asserter may have, depending on it, a direct objective word denoting an object to which the subject of remark is represented as pertaining ; as,

Grammar WAS TAUGHT *her*† by a very good instructor. A carriage WAS OFFERED *Samuel* for his journey. Some money WAS PAID *John* before he started.\*a

reference to the first objective word *Helen*, means *instructed*—he *taught* or *instructed* Helen : while in its reference to the other objective word *Grammar*, the same asserter means *imparted*—James *taught* or *imparted* Grammar—meaning a knowledge of the science. It may stand in diagram, thus :

d	James taught	$\left\{ \begin{array}{l} \textit{instructed} \\ \textit{imparted} \end{array} \right\}$	Helen.
			Grammar, or,
e	James	$\left\{ \begin{array}{l} \textit{instructed Helen} \\ \textit{imparting Grammar.} \end{array} \right\}$	

f Other asserters, thus used, may not have, (like the asserter *taught*,) corresponding words to explain their different meanings, in their reference to the different objective words ; but this deficiency in the *language*, does not affect the relations of asserters when thus employed. [See remarks under rule X, part 2, below.]

\*a Rule IX, and Parts 1 and 2, of Rule X, are but different exhibitions of the same principle. Rule IX comprises the *whole* principle, and exhibits it in one light ; parts 1 and 2, of Rule X, considered in connection, being but the same principle exhibited in additional and different lights : thus,

b 1 No one can doubt the correctness of the expression, ‘ James *taught Helen* ’—using *taught* in the sense of *instructed*.

2 No one can doubt the correctness of the expression, ‘ James *taught*

† Meaning *Helen*.

## RULE XI.

394 An auxiliar asserter should, when it can, assume the office and relations of a principal, intransitively, transitively, or receptively considered; as,

If Helen will not remain, Julia *will*. James can read Latin as well as Henry *can* Greek. I will buy the peaches if Jacob *will* the pears. Seth was not injured, but William *was*.<sup>\*a</sup>

*Grammar* for a livelihood; using *taught* in the sense of *imparted*; as, He *imparted* a knowledge of the science: and, consequently,

3 No reasonable person can doubt the correctness of the expression, 'James *taught* Helen *Grammar*:' and,

4 All this being conceded, none should doubt the correctness of either expression, 'Helen *WAS TAUGHT Grammar*;' or, '*Grammar WAS TAUGHT her*:' for,

5 ¶ If, as first, above, James *taught* Helen; then, certainly, Helen *was taught* [*instructed*];—and,

6 ¶ If, as second, above, James *taught Grammar*; then, certainly, *Grammar was taught* [*imparted*];—and,

7 ¶ From the foregoing premises, it follows, *inevitably*, that it is correct to say, either, Helen *WAS TAUGHT Grammar*; or, '*Grammar WAS TAUGHT her*'.

c In reference to the fact of 'George's paying Albert some money,' I may say, George *paid* Albert. Of course *Albert was paid*. I may say, George *paid* some money. Of course, some *money was paid*. I may, then, say, George *paid* Albert some money; or, Albert *WAS PAID* some money; or, Some money *WAS PAID him*.

<sup>\*a</sup> This trait of the auxiliar asserter is near akin to that of the substitute asserter, (see 177, p 100, and its notes,) but as the auxiliar asserter, as here used, assumes nothing but the office of a *full asserter*, it is distinguished from the *substitute asserter*, which embodies and represents the meaning of other, perhaps many other parts of speech at the same time.

b In the first example, it is seen that the auxiliar *will*, as connected with the subjective word *Julia*, assumes the office or meaning and relation of the principal *remain*, while it retains its own powers as an auxiliar, in denoting *future time*.

c In the second example, the auxiliar *can* assumes the office and relations of the *principal* transitive asserter *read*, while it retains its influence as an *auxiliar* in expressing *ability* to perform the action or fact which the principal denotes. It has the name *Greek*, in the objective case, depending on it, just as much as the principal asserter would have had if that had been used; as, Henry *can* read Greek. [So is it with the auxiliar *will*, in the third example, in its relation to the subjective word *Jacob*, and the objective word *pears*.]

d In the last example, the auxiliar *was*, as connected with the name *Wil-*



## RULE XII—PART 1.

395 A principal adname must belong to, and depend on, the term denoting the person or thing that the adname is used to refer to, or describe, or qualify ; as,

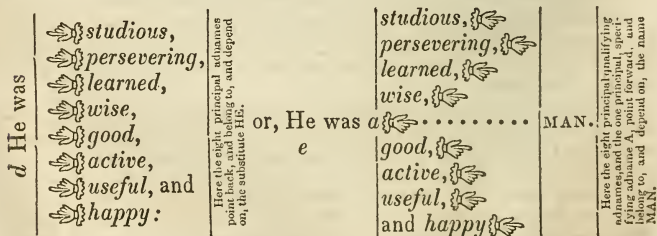
Julia gave me *this* BOOK. George bought a WATCH at H. Judson's. Two MEN were crossing the BRIDGE when it fell.—The first BOOK I bought, I gave to Henry. Sweet APPLES are more nutritious than sour ONES.\*a

*liam*, assumes the office of the principal receptive asserter *injured* ; meaning just as much as *was injured* would have meant if both had been used with the name *William*, as they are with the name *Seth* ; as *Seth* was not injured, but *William was injured*. [The sentence as first used in the example is good English ; but as here used it is not ; for the word *injured* should not be thus repeated.]

\*a In these examples it is seen that the adnames in *Italic* belong to, and depend on, the words in SMALL CAPITALS, to which they are used to refer—the adname *this* being associated with, and belonging to, and depending on, the name *book*—the adname *a* belonging to, and depending on, the name *watch*, &c. &c. The adname *sour*, it is seen, refers to, and depends on, the adname substitute *ones*, meaning *apples* ; the adname *nutritious* referring or pointing back to the name *apples*, on which it depends.

b Adnames are often joined to substitute phrases to qualify the facts which the phrases express ; as, TO ARGUE WITH A BIGOT, is *useless*. Here the adname *useless* refers to, and depends on, the assertive name *to argue*, as connected with the words *with a bigot*—the whole phrase represents a fact which is regarded as *useless* ; the sense of the whole expression being the same as ARGUMENT WITH A BIGOT is *useless*. ARGUMENT, (thus limited,) is *useless*—TO ARGUE, (thus limited,) is *useless*.

c Many principal adnames may belong to one name or substitute, and may stand *before*, or *after* the name or substitute to which they refer : Thus, I may say of Adam Clarke, either



f In the foregoing diagram d, the substitute *he*, acting as a representative of the name *Adam Clarke*, has the various adnames referring to it, and de-

## RULE XII—PART 2.

396 An auxiliar adname must qualify or limit the meaning of its principal, and belong, with the principal, to the term to which that refers ; as,

A *very* LARGE house. Sky BLUE silk. A *red* HOT iron.—  
 Dark GRAY cloth. Harriet is *commendably* STUDIOUS. *Many* A man has been ruined by confiding too much in others. We spent *a* FEW minutes in conversation. “*How* POOR, *how* RICH, is man !” *The* MORE attention you give your studies, *the* GREATER will be your proficiency.\**a*

pending on it, just as the name would have had, if that had been used ; as, Adam Clarke was ~~studious~~, ~~persevering~~, &c.

*g* In the diagram *e*, the indefinite specifying adname *a*, as a *principal*, belongs, individually, (or without reference to the other adnames,) to the name *man* ; as, He was a ~~MAN~~,” and the other, the eight, qualifying adnames, belong, individually, to the name *man* ; *each* expressing a *different* quality or trait of the man mentioned ; and *all* expressing *eight* qualities of the *one* person.

\**a* Here the adnames in *Italic* are all auxiliars, qualifying or limiting the meaning of their respective principals in SMALL CAPITALS, and belonging with them to the names denoting the persons and things to which they refer.

*b* The word *many*, prefixed to A, might not be applied to a name in the singular form, without the word *a* between that and the name. Thus, I may not say, *many* MAN, &c : but I may say, *many* A man, &c. The word *a* is the *principal* adname, belonging to the name *man* ; and the word *many* is an auxiliar adname which qualifies, (by *extending*,) the meaning of the principal *a*, as connected with the name *man*, and which belongs, with *a*, to the name *man*, to which the principal refers. [The phrase *many a man*, means *many men*, *individually* considered—*many single men*—or men *singly* considered.]

*c* The word *a*, preceding *few*, is auxiliar to *few*, as its *principal*, and belongs with *few* to the name *minutes*. The meaning of the sentence, We spent *a* FEW minutes in conversation, would be different from that of, We spent *few* minutes in conversation.

*d* *Many a*, and *a few*, seem the opposites of each other—*many*, which is *plural* in sense, requiring *a* between it and a *singular* name ; and *a*, which is *singular* in sense, requiring *few* between it and a *plural* name ; as, *Many A man*—*A FEW men*. In all such examples the word *many* refers to the whole phrase *a man*, as well as to the individual word *a*, as its *principal* adname. So is it with the word *a*, in reference to the phrase *few men*, &c.

*e* The word *the*, as twice used in the last example, is an *auxiliar* to the adnames *more* and *greater* ; being employed to mark definitely the proportion of things with the facts mentioned.

## RULE XII—PART 3.

397 In an expression of command, a principal adname and an asserter may be used together, *absolute*, as an *adname assertive phrase* ; as,

*Be silent. Be wise. Be good. Be useful and happy.\**

## RULE XIII—PART 1.

398 A principal modifier aids the euphony of a sentence, or modifies the meaning of a whole sentence, or the particular part of a sentence to which it refers ; as,

“ God said, ‘ Let *there* be light,’ and there was light.” Time flies *rapidly*, and should be *diligently* improved. The river flows *gently* through the wood. Henry speaks *fluently*. James, not content, went *forward*, and was soon taken. William, *there*, can not benefit me ; though *here*, he might possibly be of service to me. Seth is *truly* an orator. Harriet is *certainly* my friend †a.

\*This combination and use of the asserter and adname in a *commanding phrase*, are but a little variation of the principle described by rule II, part 3, and by 188, p 103 : [read these references]—for it is only the *command* which the asserter, alone, would express, *extended* by the use of the *adname* ; both the *adname* and the *asserter* being used *absolute*, or without dependence on a name or substitute.

†a The pupil should tell whether the modifier is used for *euphony* or the *other* purpose, and tell, also, which particular word it *chiefly* qualifies ; keeping in mind what is taught by XLIV-V-VI-VII, p 37.

b *There*, is used only to aid the euphony, (harmony in sound,) of the sentence in which it occurs. *Rapidly* is used to modify the meaning of the sentence in showing how *time flies*. *Diligently* is used to qualify so much of the sentence as expresses the fact of *time's being improved*. *Gently* modifies the sentence expressing the fact of the *river's flowing*, as mentioned. *Fluently* qualifies the fact of *Henry's speaking*.

c *Not*, as used with the words *James* and *content*, modifies the meaning of the combination of two words. It denies what would otherwise be expressed affirmatively. *Forward* modifies the meaning of the part of the sentence expressing the fact of *James' going*. *Soon* modifies the meaning of the rest of that sentence in qualifying the fact of *James' being taken*.

d ¶ The modifiers *there* and *here* throw their modifying influence chiefly upon the name *William*—showing, not the *qualities* but the *circumstances* of the man, in reference to the facts mentioned.

e ¶ *Truly* refers to the sentence *George is*, but throws its modifying or qualifying influence chiefly upon the word *orator* : (to affirm this characteristic of the man, being my only purpose in mentioning him at all ; ) in the same manner as the modifier *certainly* refers to the part of the sentence

### RULE XIII—PART 2.

399 An auxiliar modifier qualifies or limits the meaning of its principal, and, through that, the meaning of the sentence, or particular part of a sentence, to which it refers ; as,

The river flows *very* GENTLY through the wood. Henry speaks quite FLUENTLY. George travelled *more than twenty miles* FARTHER than William. *The* FASTER Richard walks, *the* SOONER he will overtake his brother.\*a [See diagram I, p 185.]

### RULE XIV—PART 1.

400 A principal relative requires, depending on it, or referring to it, an objective word deno-

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*Harriet is*, but qualifying or modifying in reference only to the phrase *my friend*. [I wish not to affirm so *positively* or *emphatically* that *she is* ; as no one doubts that, but that she is *my friend*. See XLIV-V-VI-VII, p 37.]

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\*a Here the auxiliar *very* qualifies the meaning of its principal *gently* ; by the influence of which principal, the modifying influence of *very* is extended over the sentence describing the fact mentioned. [The same may be said of *quite*, as associated with *fluently*.]

b *More than*, the second auxiliar, as a phrase or combination, qualifies the meaning of the principal (*farther*,) with which it is associated : though it exerts this qualifying influence on *farther*, through the medium of *twenty miles*, as the *first auxiliar* of *farther*, the *principal*.

c [That *more than*, as an auxiliar, must be parsed together, is seen in note \* 199. Whether this phrase or combination is used as an auxiliar modifier, adname, or relative, makes no difference as to the fact of its being parsed together as one part of speech : George travelled *more than twenty miles farther* than William—auxiliar *modifier* : George bought *more than twenty bushels of apples*—an auxiliar *adname*, qualifying the principal *twenty* ; George resides *more than forty miles beyond Boston*—an auxiliar *relative*, qualifying the principal *beyond*, through the medium of the first auxiliar *forty miles*—yet in all these examples *more than* is to be parsed together as one part of speech.]

d *Twenty miles*, as a phrase, is parsed together as an auxiliar modifier, (*first auxiliar*,) qualifying the meaning of the principal *farther*, and, through the principal, exerting its modifying influence on the sentence describing the fact mentioned—(†A, p 185—and 6 in parsing, p 189.)

e *The*, as twice used in the last example, is an auxiliar modifier, used to limit the meaning of the principals *faster* and *sooner*, and thereby to aid or help them in marking definitely the proportion of the *result* to the action mentioned. [*The*, it should be remembered, may be used in this manner as an auxiliar adname, or an auxiliar modifier. See note e, p 251.]



ting the *object* to which the relative shows the relation of an *event*, or *another person or thing* ; as,

James went *to* New-York *for* his stock *of* goods. Allen Briggs, *of* Rome, is my friend. Seth resides *near* the cataract. Helen fell *into* the river. George resides *beyond* the Mississippi. John has as many children as he can provide *for*. I have bought a book *for* you to read *in*. James walks *like* his brother. I visited all *of* the family *except* Henry.\*a

## RULE XIV—PART 2.

### 401 An auxiliar relative qualifies or limits the

\*a In the first example, the relative *to* shows the relation of the event of *James' going*, to the *city* mentioned, as the *object* to which he went: *for* shows the relation between the fact or event of *his going to the city*, and the *stock* (of goods) *for* which he went ; and *of* shows the relation of the *stock* or *aggregate*, the *whole*, to the *goods*, as the things composing the stock or *whole quantity*.

b Next, the relative *of* shows the relation of the *man*, *Mr. Briggs*, as mentioned, to the *object*, the *village*, as his place of residence ; he *being of*, *belonging to*, or *residing in*, the village.

c Next, the relative *near* shows the relation of the fact or event of *Seth's residing*, to the *cataract*, as an object *near* which his residence is.

d *Into* shows the relation of the event of *Helen's falling*, to the *river*, as the object *into* which she fell.

e In each of the foregoing examples, described, the *objective* word *depends on* the relative immediately before it—but,

f ¶ In the next example, the relative *for* has no objective word *depending on* it ; but it has one *referring to* : as the name *children*, in the objective after the asserter *has*, is also in the objective case, from its *referring* to the relative *for*, and denoting the class of *objects for* which John can provide. [This shows the name *children* to be in the *two-fold objective case*.]

g Next, the relative *for* shows the relation of the fact of *my buying the book*, as mentioned, to the *person* denoted by the word *you*, as the *object* that the book was bought *for* : the objective word *you* depending on the relative *for* ; while the relative *in*, though it has no objective word *depending on* it, has, nevertheless, the objective word *book*, *referring to* it, and denoting the *object* in which the person is *to read*.

h Next, the modifying relative *like*, shows the relation of the event of the person *James' walking*, or the *man* in the *act of walking*, to the man, his *brother*, as an *object*, in the same *act* or *state* ; the relation of one person's *walking*, to another's, indicated by the name *brother*, as used ; the name *brother* depending on the relative *like*. [See \*a, b, c, d, p 195.]

i Next, the independent relative *except* shows the relation of the fact of *my visiting the family*, to the person *Henry*, as an *object* excepted from the remark describing the event ; the name *Henry* depending on the relative *except*. [See note \*a, b, c, d, e, f, p 196.]

meaning of its principal, and belongs to, and depends on, the principal ; as,

Seth resides *very* NEAR the cataract. Helen fell *almost* INTO the river. George resides *fifty miles* BEYOND the Mississippi. I stood *exactly* OVER the yawning chasm.\**a*

### RULE XIV—PART 3.

402 A relative { has '*that*,' if a connective substitute, as an objective *before* it :  
has objective words used interrogatively, *before* or *after* it : and  
has all other simple objective words *after* it ; as,

Those are the persons and carriages **THAT** I spoke of. **WHAT** did you send *for* ? or, *For* **WHAT** did you send ? Which **BOOKS** did you pay *for* ? or, *For* which **BOOKS** did you pay ? Which **STORE** did you send *to* ? or, *To* which **STORE** did you send ? Helen is the lady *of* **WHOM** I spoke ; or, I spoke *of* **HELEN**.†**A**

\**a* Here *very*, the *auxiliar* relative, qualifies the meaning of its principal *near*, to which it belongs, and on which it depends. [It would be nonsense *without* its principal ; as, Seth resides *very* — the cataract : but it is perfect sense with the principal ; as, Seth resides *very* NEAR the cataract.]

*b* The word *almost* qualifies or limits the sense of the principal *into*, making the word *into* mean less, *with* its auxiliar, than it would *without* it.

*c* [A parallel to this influence of the auxiliar, is found in the asserter and other parts of speech having auxiliars : Thus, when I say, I *write* letters, I represent myself as doing, at times, the act mentioned. It implies that I have the ability, in declaring that I employ it : but when I say, I *can* **WRITE** letters, I mean, now, only that I have *power* or *ability* to do what the other form of expression represents me as *doing*. From this it is seen, that the asserter *write* means more *without* the *auxiliar* than *with* it : the *aid* which the auxiliar affords consisting in this : it prevents the principal's meaning too much.]

*d* *Fifty miles*, as a phrase, or combination, acts as an auxiliar relative, limiting the meaning of its principal, *beyond*, showing *how far* beyond the Mississippi the person resides. It depends on its principal.

*e* *Exactly*, as an auxiliar relative, limits the meaning of its principal, *over*, and belongs to, and depends on, the principal. [See Diagram I, p 192.]

†**A** In the first example, it is seen that the connective substitute *that* occurs, as it should, before the relative *of*, on which it depends. ['The persons and carriages that I spoke —,' or, 'the persons and carriages I spoke **of THAT**,' would not be good sense : though the sentence as first given is perfect sense—which shows that the objective word *that* depends on the relative *of*.]

**B** In all the other examples except the last two, the sentences may, with equal propriety, (according to circumstances,) be so constructed, as to have the objectives *before* or *after* their respective objective words.

**c** In the last two examples, the sentences are constructed as they should be, with the objective words *after*, yet *near*, their relatives ; as, Helen is the lady *of* **WHOM** I spoke—not **WHOM** I spoke *of*, &c.

# RULE XIV—PART 4.

403 *Than*, followed by a connective substitute, and a comparative adname or modifier, may become a modifying relative, and have an objective word depending on it; as,

Washington—*than* WHOM a *purser* patriot never rose. Bona-  
parte—*than* WHOM was never given a *more striking* illustration of  
the power and frailty of man, and the inconstancy of human affairs.  
Howard—*than* the LIGHT of whose benevolence, nothing, of earth,  
shines *more brightly* and *cheerfully* to the child of Adversity.  
Wilberforce—*than* whose FAME, nothing is *purser, brighter or more  
enduring*.<sup>\*a</sup>

# RULE XV—PART 1.

404 The connective *and, or, nor, not, as, than, or as well as*, may join one name or substitute to another, in the same case; as,

SETH and JULIA are at home. SHE or her BROTHER will be here this evening. I saw HER and HARRIET this morning.—Samuel bought RICHARD'S FARM and GEORGE'S. HARRIET'S and WILLIAM'S books were lost. HARRIET'S, not WILLIAM'S books were lost.†A.

<sup>\*a</sup> Here, first, the relative *than* is followed by the connective substitute *whom*, which, as an objective word, depends on *than*, as its relative. So is it with *than* and *whom* in the next example. The comparative adname *purser*, being in the first example, and the comparative adname phrase *more striking*, in the next.

<sup>b</sup> In the third example, the relative *than*, followed by the connective substitute *whose*, and the comparative modifiers *more brightly* and *cheerfully*, has the objective word *light*, depending on it as its relative.

<sup>c</sup> In the last example, the relative *than* is followed by the connective substitute *whose*, and the comparative adnames *purser, brighter, &c*; and has the word *fame* as an objective, depending on it.

<sup>d</sup> In each of the four examples the *name* first given is in the independent case—being used as a prelude to the sentiment following it.

†A In the first example, the names *Seth* and *Julia*, united by *and*, are in the subjective case, from their relation to the asserter *are*.

B Next, the substitute *she*, and the name *brother*, connected by *and*, are in the same, the subjective case, from their relation to the asserter *will be*.

C Next, the words *her* and *Harriet* are in the objective case, from their relation to the transitive asserter *saw*.

D Next, the name *George's* in the two-fold case, the *possessive* and the *objective*, is connected by *and* with the two names *Richard's* and *farm*, in

## RULE XV—PART 2.

405 A word of any class, joined to another of the same class,\* by the connective *and*, *or*, *nor*, *not*, *as*, *as well as*, *than*, *but*, or *yet*, sustains the same relation as the word to which it is joined ;  
as,

Seth SLEPT *and* WAS TAKEN. George is GOOD, USEFUL *and* HAPPY. Helen writes ELEGANTLY *and* RAPIDLY. I spoke to, OF, *and* BEFORE my friends. Mary: I have seen your father. WHEN? *and* WHERE?†a

corresponding cases—the name *Richard's* being in the simple *possessive* case, and the name *farm* in the simple *objective*—both the names *farm* and *George's*, in their *objective* relation, depending on the transitive asserter *bought*.

Next, the two names *Harriet's* and *William's*, (in both examples,) are, respectively, in the simple possessive case; both alike preceding, and depending on, the name *books*, according to rule III.

\*Words of the three parts of speech, *connectives*, *repliers*, and *exclamations*, may not be joined by connectives.

†a Here, first the two asserters are joined by *and*, and refer to, and depend on, the name *Seth*. Next, the three adnames are connected, and belong to, and depend on, the name *George*. Next, the two modifiers are connected, and qualify alike the fact of *Helen's writing*. Next, the three relatives are connected, and show their respective relations of the *one fact* of *my speaking* to the *same objects*, the *friends*. Next, the two interrogatives are connected, and have their reference to the fact concerning which they ask the questions.

*b* I. ¶ The connectives above mentioned frequently connect adnames with appendant phrases or asserters, both describing in degree the same person or thing; as, James is FROM HOME, *and* QUITE UNHAPPY. Henry is FATIGUED, *yet* CHEERFUL and SOCIABLE.

II. They may connect adnames with modifiers of place ; both referring to the same person or thing ; as, James is **HERE**, *and* **VERY LONESOME**.

III. They may connect modifiers with appendant phrases, both qualifying some fact mentioned ; as, Henry walked **WITH GREAT CARE**, *as well as VERY FAST*. Hannah studies **AT HOME**, *but VERY ATTENTIVELY*.

IV. They may connect whole simple sentences, each being joined by another connective to a foregoing sentence ; as,

James told me { WHERE *I should meet Henry,*  
and  
WHERE *he would meet George.*

Here *and* connects the two combinations of words, or sentences, in the two lines after the brace ; while each *where* connects its own simple sentence with the foregoing one, *James told me.*

*c* When, where, while, till, how, because, in case, lest, and provided, and other modifiers of the same general character, may connect sentences, but not single words.



## RULE XVI.

406 An interrogative, though referring to a foregoing sentence, stands distinct from the sentence to which it refers ; as,

George : you ought to go home. *Why?* I have found my long-lost book. *Where?\**

## RULE XVII.

407 A replier, though referring to a foregoing question or remark, stands distinct from the phrase or sentence to which it alludes ; as,

Helen : will you attend school to-day? *Yes.* George : can you accompany me to the concert this evening? *No—*[or, *No, Sir.*] “ Henry died last evening at eight o’clock.” “ *Yes :* he has left us for his final rest in Heaven.”†a

## RULE XVIII.

408 An exclamation stands independent of any word, phrase, or sentence expressing an object, quality, or event ; as,

*Oh ! Alas !* “ *O* THOU whose hand Earth’s goodly fabric formed !” “ *O !* the pain—the bliss of dying.” “ *O* ye blest scenes of permanent delight !”‡

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\*In each of these two examples, it is seen that the interrogative clearly refers to the sentence before it, describing the fact concerning which the interrogative asks the question : but nevertheless the interrogative stands perfectly distinct or separate from the sentence—one person making the remark, and the other person, by the use of the interrogative, asking a question concerning the fact mentioned.

†a In the first two examples, the repliers *refer to*, yet stand *distinct from* the sentences asking the questions, to which they allude.


b In the last example, the replier *yes refers to*, yet stands distinct from, the sentence constituting the *remark*, (not *question*,) to which it alludes.


‡See LXVIII-IX, LXX, p 41—LXXXI, p 43—XCIV-V, p 45, and the notes under 354, p 212.

## EXERCISES IN PARSING,

*With the application of the preceding Rules of Analysis.*

409 In these Exercises the Lessons are numbered to correspond with the rules which they are intended to illustrate.\**a*

410  When the learner comes to any word, in parsing, let him turn at once to the diagram, (given in the '*Order of Parsing*,' ) which bears the name of the part of speech which he is to parse. The diagram will be a sufficient guide to him as to the *order* in which he is to name the different traits of the word. Thus,

411  In parsing a *name*, as, '*John* visited his brother,' let him turn to Diagram I, page 226, and he will see that the order of parsing the name *John*, indicated by the diagram, is,

*John* is a name—*particular*—*masculine*—of the *third* person—in the *singular form*—in the *subjective case*, (direct,) from its relation to the asserter *visited*, according to Rule I—'A word in the subjective case, *direct*, has an asserter,' &c. &c.

## Lesson I.

(Illustration of Parts 1 and 2, of Rule I.)

*John* has more apples than Henry. '*Pride goeth before destruction, and a haughty spirit before a fall. My† fruit is better than fine gold, and my revenues, than choice silver.*' *Truth and righteousness, not worldly wealth, endure forever.*

*John* is a name, [see Diagram I, p 226,] *particular*, *masculine*, of the *third* person, in the *singular form*, in the *subjective case*, *direct*, having the asserter *has*, referring to, and depending on it; according to Rule I, part 1.

*Has* is an asserter, [see Diagram III, p 228,] *transitive*, in the *declarative mode*, in the *present tense*, *irregular*, in the *singular form*, referring to, and depending on, the name *John*, with which it agrees in its *subjective termination*; according to Rule II, part 1.

*More* is an *adname*, [see Diagram IV, p 229,] *specifying*, in

\**a* After a few examples, the entire sentences will not be parsed in the book for the pupil; those parts only being parsed, (after the first few,) which tend to illustrate the *particular rule* with which the Lesson corresponds in number.

*b* As the learner is supposed to have become familiar, by this time, with the *definitions* of the parts of speech and their subdivisions, the definitions are not given here with the distinctions.

† Wisdom's.

the comparative form, (declined, simp. *some*, comp. *more*, super. *most*,) it belongs to, and depends on, the name *apples*; according to Rule XII, part 1.

*Apples* is a name, [see Diagram I, p 226,] general, neuter, of the third person, in the plural form, in the objective case, *direct*, depending on the transitive asserter *has*; according to Rule VII, part 1.

*Than* is a connective, [see Diagram VII, p 231,] modifying, (expressing the ideas of comparison, and inequality or disproportion,) joining the name *Henry* to the foregoing part of the complex sentence.

*Henry* is a name, [see Diagram I, p 226,] particular, masculine, of the third person, in the singular form, in the subjective case, *indirect*, from its relation to the asserter *has*, before it; according to Rule I, part 2.

*Pride* is a name, [see Diagram I, p 226,] general, (used here to represent the idea of a proud person,) neuter, (used in reference to male and female, as though a *common* name,) of the third person, in the singular form, (it is a defective name, not having the *plural* form,) in the subjective case, *direct*, from its relation to the asserter *goeth*; according to Rule I, part 1.

*Goeth* is an asserter, [see Diagram III, p 228,] intransitive, in the declarative mode, in the present tense, irregular, in the singular form, (grave style,) referring to, depending on, and agreeing with, the name *pride*; according to Rule II, part 1.

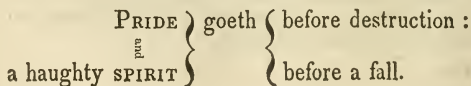
*Before* is a relative, [see Diagram VI, p 231,] showing the relation of the fact of pride's (or the proud person's) going, and the state or condition, (mentioned by the name *destruction*,) which pride precedes.

*Destruction* is a name, (see the diagram,) general, neuter, of the third person, in the singular form, (it is defective,) in the objective case, *direct*, from its connection with, and dependence on, the relative *before*; according to Rule XIV, part 1.

*And* is a connective, [see diagram VII, p 231,] simple, joining the combination of words coming after it, (in the sentence given for parsing,) to the sentence standing before it.\*

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\*The whole sentence, considered in its various parts, might stand in diagram thus:



*A* is an adname, [see Diagram IV, p 229,] specifying, indefinite, belonging to, and depending on, the name *spirit*; according to Rule XII, part 1.

*Haughty* is an adname, qualifying, (describing the spirit,) in the simple form, belonging to, and depending on, the name *spirit*; according to Rule XII, part 1.

*Spirit* is a name, [see the diagram,] general, neuter,† of the third person, in the singular form, in the subjective case, *indirect*, from its relation to the asserter *goeth*; (which depends on the name *pride*,) according to Rule I, part 2.

✎ The words *before* and *fall* are parsed exactly like the words *before* and *destruction*, just parsed—and the word

*A* is an adname, parsed in relation to *fall*, exactly like the foregoing adname *a*, in reference to the name *spirit*.

*My* is a substitute, [see Diagram II, p 227,] simple, common, (applied, here, to denote a *neutral* object, *wisdom*, represented by the figure of personification, as a female,) of the first person, in the singular form, and possessive case, *direct*, preceding, and depending on, the name *fruit*; according to Rule III.

*Fruit* is a name, general, neuter, of the third person, in the singular form, in the subjective case, *direct*, from its relation to the asserter *is*; according to Rule I, part 1.

*Is* is an asserter, intransitive, in the declarative mode, in the present tense, irregular, in the singular form, depending on, and agreeing with, the name *fruit*; according to Rule II, part 1.

*Better than* is an adname connective phrase, expressing quality, and connecting the *last two* words with the *first three*—yet,

*Better*, [parsed individually,] is an adname, qualifying, (describing the fruit, comparatively considered, with gold,) in the comparative form, it refers to the *fruit*, and depends on the name *fruit*; according to Rule XII, part 1.

*Than*, [parsed individually,] is a connective, [see Diagram VII, p 231,] modifying, by expressing the idea of inequality or disproportion, joining the last two words to the first three—as just mentioned of *better than*.

*Fine* is an adname, qualifying, (describing the gold mentioned,) in the simple form, referring to the *metal*, the *gold*, and belonging to, and depending on, the name *gold*; according to Rule XII, pt. 1.

†The word *spirit* is used in the sense of *disposition*, or *temper of mind*, to represent, like *pride*, (before it,) a *person*, male or female, of such a temper.



*Gold* is a name, general, neuter, of the third person, in the singular form, (it is defective,) in the subjective case *indirect*, from its relation to the asserter *is*, which depends on the name *fruit*; according to Rule I, part 2.\*

*And* is a connective, [see Diagram VII, p 231,] simple, joining the two combinations expressing the two facts mentioned.

*My* is parsed, in relation to the name *revenues*, just like the former *my*, in reference to the name *fruit*.

*Revenues* is a name, general, neuter, of the third person, in the plural form, in the subjective case *indirect*, from its relation to the asserter *is*, (the asserter being in the singular form, agreeing with the name *fruit*;) according to Rule I, part 2. See note B, p 236.

*Than*, (referring to the word *better*, already used, and being parsed alone,) is a connective, modifying, joining the name *silver* with its adname *choice*, to the name *revenues*, both names pointing back to what has been remarked in comparing things.

*Choice* is an adname, qualifying, in the simple form, referring to the *metal*, and describing *that*, and depending on the name *silver*, denoting the metal; according to Rule XII, part 1.

*Silver* is a name, general, neuter, of the third person, in the singular form, (it is defective,) in the subjective case, *indirect*, from its relation to the asserter *is*, before given; according to Rule I, part 2.†

\*The sentence might stand in diagram thus:

My fruit } is *better*  
                   <sup>then</sup>  
                   } fine gold.

†The name *silver* is joined *with* its associate word *revenues*, and *by* the connective *and*, to the foregoing part of the whole sentence, which might stand thus:

My FRUIT } *BETTER* { *than* fine gold;  
                   <sup>my</sup>  
                   } *IS* *BETTER* { *than* choice silver—

the first name *fruit* being in the subjective case, direct, and determining the form of the asserter *is*, and the other three names each in the subjective case indirect from its relation to the asserter which depends on the name *fruit*; and the adname *better* belonging to, and depending on, the name *fruit*, but referring to, yet not depending on, the name *revenues*—while, at the same time this word *better* shows its qualifying influence in such a manner that both the modifying connectives *than*—*than* refer to it. [The language has few principles of construction more complex than this, which, notwithstanding the great complexity of the construction, is most beautifully clear, and very strong in expression.]

$$\left. \begin{array}{l} \text{Truth} \\ \text{and} \\ \text{Righteousness} \end{array} \right\} \text{are both names, general, neuter, of the third person, and } \textit{individually} \text{ in the singular form, though, used } \textit{jointly}, \text{ in their reference to the asserter } \textit{endure}, \text{ in the plural sense; in the subjective case, } \textit{direct}, \text{ written according to Rule I, part 1. The word } \textit{and} \text{ is a simple connective, joining the two names.}$$

*Not* is a connective, modifying, joining the name *wealth* to the direct subjective words before it, and *denying* of the sense of the word thus joined, what is *affirmed* of the two moral principles before mentioned.

*Worldly* is an adname, qualifying, in the simple form, (defective, as used in this sense,) referring to the *wealth* or *riches*, and belonging to, and depending on, the name *wealth*: Rule XII, pt. 1.

*Wealth* is a name, general, neuter, of the third person, in the singular form, (it is defective,) in the subjective case, *indirect*, from its relation to the asserter *endure*, which depends on the two subjectives before mentioned: \* Rule I, part 2.

*Endure* is an asserter, intransitive, (as here used, in the sense of *continue*, *exist*, or *remain*,) in the declarative mode, present tense, regular, in the plural form, depending on, and agreeing with, the names *truth* and *righteousness*, unitedly considered; according to Rule II, part 1.

*Forever* is a modifier, [see Diagram V, p 230,] of time, indefinite, and perpetual, qualifying the fact or event, the *enduring of truth* and *righteousness*, qualifying the sentence describing the fact; according to Rule XIII, part 1.

## Lesson II.

(Illustration of Parts 1, 2 and 3, of Rule II.)

*'I am the Lord thy God who has brought thee out of the land of Egypt, out of the house of bondage.'* *'My son; keep thy father's commandments, and forsake not the law of thy mother.'* *'Remember the Sabbath day, to keep it holy.'*

*I* is a substitute, [see Diagram II, p 227,] simple, (standing merely as a substitute for the name of the speaker,) common, (applied, here to represent the Deity,) of the first person, in the singular form, in the subjective case, direct, from its relation to the asserter *am*, according to Rule I, part 1.

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\*The sentence, together, might stand thus:

$$\left. \begin{array}{l} \text{Truth and righteousness,} \\ \text{worldly wealth,} \end{array} \right\} \text{endure forever.}$$

*Am* is an asserter, [see Diagram III, p 228,] intransitive, in the declarative mode, in the present tense, irregular, in the *form* peculiar to the substitute *I*, and its representative *who*, [see present tense, letter *d*, p 130, and note *b*, p 235,] it refers to, depends on, and agrees with, the substitute *I*, according to Rule II, part 1.

*The* is an adname, [see Diagram IV, p 229,] specifying, definite, belonging to, and depending on, the name *Lord*, according to Rule XII, part 1.

*Lord* is a name, [see the diagram,] *general*, (used here in a *particular* sense, as the name of the Deity,) masculine, (applied here to the Deity,) [see note \*, below,] of the third person, in the singular form, in the subjective case, *indirect*, from its relation to the asserter *am*, after which it occurs, according to Rule V, part 1.

*Thy* is a substitute, [see Diagram II, p 227,] simple, standing merely as a representative of the name of the individual, (the nation, as the *one*,) addressed, common, (applied here to represent the nation,) of the second person, in the singular form, in the possessive case, *direct*, preceding, and depending on, the name *God*, according to Rule III.

*God* is a name, *general*, (applied here in a *particular* sense, as a name of the Deity,) *neuter*, (as a *general* name, \**a*) of the third person, in the singular form, in the subjective case, *indirect*, from its relation to the name *Lord*, being given in addition to the name *Lord*, for explanation, according to Rule IV, part 1, or part 3: (the name *God* also relating, through the name *Lord*, to the asserter *am*; according to Rule V, part 1.)

*Who*, is a substitute, [see the diagram,] connective, used for the names *Lord* and *God* denoting *one*, the *same* being; the word *who* acting as a substitute for names of the third person; it is used in the singular sense, in the subjective case, *direct*, having

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\**a* The name *God*, in a *general* sense, means only an idol, or an object on which the first affection of our hearts and our supreme regard are placed: although, when used to denote the Almighty, it is, in sense, a *particular* name.

*b* In parsing any name of the Deity, the term masculine, feminine or neuter, needs not be applied, or even thought of: for, although we may regard the Deity as strictly *neutral* as any substance or thing which *he* has made; as much so as *life*, or *power*, *love*, *wisdom*, or *goodness*, he being but the grand concentration and combination of all these glorious attributes; and although the term *he*, as a substitute, should be used when we speak of Deity, lest, to our minds, the dignity of his being should, through the weakness of human conception, be lost, by the use of the neuter substitute; yet, as his relation to the distinctions of sex, he has never seen fit to reveal, we, as Grammarians, or men, have no concern with that property or distinction.

[For the rest of Note, see next page.]

the asserter *has brought* depending on it ; according to Rule I, part 1.

*Has brought* is an asserter, [see the diagram,] *has* being the *auxiliar*, and *brought* the principal, transitive, in the declarative mode, in the prior-present tense, irregular, in the singular form, referring to, and depending on, the subjective word *who*, with which it agrees ; according to Rule II, part 1.

*Thee* is a substitute, [see the diagram,] simple, [see the parsing of the foregoing word *thy*,] common, applied here to represent the *nation*, *Israel*, in the singular form, in the objective case, depending on the transitive asserter *has brought* ; according to Rule VII, part 1.

[The part of the sentence "out of the land of Egypt," comprises two appendant phrases : *out of the land*, being one, and *of Egypt*, the other. See note d, p 223.]

*Out of*, (parsed together, as it must be, here,) is a relative, [see Diagram VI, p 231,] showing the relation of the fact of the Almighty's bringing the nation, and the land, or *territory*, or district of country out of which he brought the nation.

*The* is an adname, [see the diagram,] specifying, definite, belonging to, and depending on, the name *land* ; according to Rule XII, part 1.

*Land* is a name, general, neuter, of the third person, in the singular form, in the objective case, *direct*, depending on the relative *out of* ; according to Rule XIV, part 1.

*Of Egypt* is an appendant phrase : the word *of* showing the relation of the *territory* to the name *Egypt*, which pertains or belongs to the territory.

*Egypt* is a name, particular, neuter, of the third person, in the singular form, in the objective case, *direct*, depending on the relative *of* ; according to Rule XIV, part 1.\*

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c In parsing *lord*, *king*, and other similar terms, we may call them *masculine names*, because *generally* applied to males ; yet, when applied as the names of God, we need not apply the terms distinctive of sex.

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\*The phrase *out of the house of bondage*, is parsed in the distinctions and relations of the individual words, just like the phrase *out of the land of Egypt*, with the exception that the name *bondage* is *general*, not *particular* like the name *Egypt*. The two phrases might stand in diagram, thus,

I have brought thee { *out of the land of Egypt*,  
                                  *out of the house of bondage*.

The lower phrase, the student should know, (as he here may see,) is giv-



*My* is a substitute, simple, common, (applied here to represent a male person—Solomon, the writer,) of the first person, in the singular form and possessive case, direct, preceding, and depending on, the name *son*; according to Rule III.

*Son* is a name, general, masculine, of the second person, in the singular form, and in the subjective case, direct, from its relation to *keep*; according to Rule I, part 1.

*Keep*, (used in the sense of *obey*,) is an asserter, transitive, in the commanding mode and present tense, irregular, referring to, and depending on, the name *son*; according to Rule II, part 3.

*Thy* is a substitute, simple, common, (applied here to represent a male person, the *son*,) of the second person, in the singular form and possessive case, direct, preceding, and depending on, the name *father's*; according to Rule III.

*Father's* is a name, general, masculine, of the third person, in the singular form, and possessive case, direct, preceding, and depending on, the name *commandments*, according to Rule III.

*Commandments* is a name, general, neuter, of the third person, in the plural form, in the objective case, direct, denoting the objects to which the fact of *keeping*, (*obeying*,) is to be *extended*. It depends on *keep*: Rule VII, part 1.†

*And* is a connective, [see Diagram VII, p 231,] simple, joining the two asserters *keep* and *forsake*, with their respective accompanying words.

*Forsake* is an asserter, transitive, in the commanding mode, present tense, irregular, connected by *and* with the asserter *keep*; according to Rule XV, part 2,\* and depending on the name *son*,

en to explain what is expressed by the former. [See Rule IV, part 3.] As the ancients, (so do the *moderns*,) employed their prisoners in hard labor; as a *prison* was sometimes called a *house of bondage*; and as the Israelites were *slaves* in Egypt, the figure seems very appropriate.

[The Philistines took Samson, and put out his eyes, and brought him down to Gaza, and bound him with fetters of brass; and *he did grind* in the *prison house*—Judges xvi, 21.]

\*The sentence, considered in its different parts or numbers, might stand thus:

My son; { *keep* thy father's commandments,  
                   <sup>pus</sup>  
                   *forsake* not the law of thy mother.

The two phrases, in the brace, having the same relation to the name *son*, (as the basis or foundation of the remark or sentence,) according to Rule XV, part 2.

† See XXIII, p 32, and XXV, p 33.

to denote the particular subject of the command; according to Rule II, part 3.

*Not* is a modifier, [see diagram V, p 230,] negative, used to express, *negatively*, what would otherwise be expressed *affirmatively*, and throwing its modifying influence over the whole of *this* part of the command; affecting, *chiefly*, the sense of the asserter *forsake*, as used, here, in sense, in inseparable connection with the words, *the law of thy mother*; according to Rule XIII, part 1.

*The* is an adname, specifying, definite, belonging to, and depending on, the name *law*; according to Rule XII, part 1.

*Law* is a name, general, neuter, of the third person, in the singular form, in the objective case, direct, depending on the transitive asserter *forsake*; according to Rule VII, part 1.

*Of* is a relative, [see Diagram VI, p 231,] showing the relation of the *law* to the person, the *mother* as the giver of *it*, the person from whom it emanates, to whom it pertains or belongs.

*Thy* is a substitute, simple, common, still applied as a substitute for the masculine name *son*, of the second person, in the singular form, and in the possessive case, direct, preceding, and depending on, the name *mother*; according to Rule III.

*Mother* is a name, general, feminine, of the third person, in the singular form, and objective case, direct, denoting the object to which the law is represented as being related, or represented as pertaining, and depending on the relative *of*; according to Rule XIV, part 2.

*Remember* is an asserter, transitive, in the commanding mode absolute, present tense, used according to Rule II, part 3. See note c, p 239.

*The* is an adname, specifying, definite, referring and belonging to, and depending on, the name *day*; according to Rule XII, part 1.

*Sabbath*, as here used, is an adname, specifying, definite, particularizing *one* day of the whole *seven*, belonging to, and depending on, the name *day*; according to Rule XII, part 1.

*Day* is a name, general, (all the *particular* sense there is connected with it is expressed by the adname *sabbath*,) neuter, of the third person, in the singular form, in the objective case, direct, depending on the transitive asserter *remember*; according to Rule VII, part 1.

*To keep* is an asserter, transitive, in the dependent mode abso-

lute, indefinite tense, used according to Rule II, part 3. See note c, p 239.

*It*, is a substitute for the name *day*, as defined by the adname *sabbath*, simple, neuter, of the third person, in the singular form, in the objective case, direct, depending on the transitive asserter *to keep*; according to Rule VII, part 1.

✎ *Holy* is an adname, modifying, it qualifies the fact or event of the keeping, or observing with due religious solemnity, the day mentioned, so far acting the part of a modifier; and also qualifies the day itself, by showing its character, as sacred, as it was to be observed. ✎ Like any other adname, it belongs to, and depends on, the substitute *it*, as a representative of the name *day*; according to Rule XII, part 1.

### Lesson III.

(Illustration of Rule III.)

My brother-in-law's house was burned. The Duke of Orleans' coronation. Utley & Upham's store is a good place for trade. Peter's wife's mother was sick. Peace of mind is Virtue's reward for her followers.

“ O give me tears for others' woes,  
But firmness midst my own.”

It was God's own grace that saved my soul from sinking in despair.

*My* is a substitute, simple, common, of the first person, in the singular form, in the possessive case, direct, preceding, and depending on, the name *brother-in-law's*; according to Rule III.

*Brother-in-law's* is a name, general, masculine, of the third person, in the singular form, in the possessive case, direct, preceding, and depending on, the name *house*; according to Rule III.\*

*The* is an adname, specifying, definite, belonging to, and depending on, the name *Duke of Orleans*, as though the three words were *one word*, as they are but one *name*—(title;) according to Rule XII, part 1.

*Duke of Orleans'* is a name, particular, in sense, masculine, of the third person, in the singular form, [the plural would be dukes of Orleans, see 110, p 57,] in the possessive case, direct, preceding, and depending on, the name *coronation*; according to Rule III.

*Utley & Upham's*, parsed together, is a name, of a commercial

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\*The name *brother-in-law*, it is seen, is to be parsed together as one word; as all the three parts constitute but one *name*. The fact of its having, or not having, hyphens (·) to unite the parts, makes no difference in the sense or the relation of the word to others.

company, particular, given to particularize this one company or firm, neuter, denoting a *firm* or company, which, as a *firm* or company, is neither a *male* nor a *female* creature, though each of the persons composing the company is a *male* creature, and each name, considered separately, would be regarded as masculine; singular, in *form*, when meaning the company or firm, merely, but plural in sense, when meaning the *persons* composing the company, they being considered individually, yet connectedly: in the possessive case, direct, (the *two* names being combined in this, as *one* name;) preceding, and depending on, the name *store*; according to Rule III.\*

*Peter's* is a name, particular, (parsed in every other respect like the name *brother-in-law's*,) in the possessive case, direct, from its connection with the name *wife's*; according to Rule III.

*Wife's* is a name, general, feminine, (parsed in other respects like the name *Peter's*,) in the possessive case, direct, in its connection with the name *mother*; according to Rule III.

*Virtue's* is a name, general, (used here, by the figure of personification, as particular,) neuter, (used here, by the same figure of speech, as feminine,) of the third person, in the singular form, and possessive case, direct, in its relation to the name *reward*; according to Rule III.

*Her* is a substitute, simple, feminine, of the third person, in the singular form, and possessive case, direct, written, with the name *followers*, according to Rule III.

*Others'* is a substitute, adname, common, [see note †, p 227,] of the third person, in the plural form, in the possessive case, direct, from its relation to the name *woes*; according to Rule III.

*My own* is a substitute combination—*own* being added to *my* to constitute the emphatic two-fold case, (the *sense* being that of *mine*,) common, as it relates to the speaker or writer, but neuter, as it relates to the *woes*; of the first person, in its meaning the speaker or writer, but third, in its acting as a substitute for the name *woes*; in the singular form, as it respects the speaker or writer, but plural in sense, as it respects the *woes*; in the two-fold

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\*The name of the firm, *Utley & Upham*, is made in the possessive form, just as any other combination of letters constituting a single name would be; as,

Utley  
&  
Upham } 's—the apostrophe (') and the apostrophic *s* belonging

to *both*, alike and unitedly considered, but to *neither*, separately or alone.



case, the possessive and objective ; and from its objective relation depending on the relative *'midst* ;\* according to Rule XIV, pt. 1.

*God's own* is a name combination, particular (in sense, see note \*, p 264,) of the third person, in the singular form, and possessive case, direct, written with the name *grace*, according to Rule III.†

*My* is parsed, in relation to the name *soul*, just like the first word *my*, in this lesson, in its relation to the name *brother-in-law's*, and according to the same rule.

## Lesson IV.‡

(Illustration of Parts 1, 2, 3, 4 and 5, of Rule IV.)

Herod, the king, had heard of these things. I took his (Henry's) hymn book, and left mine. I visited my three cousins, Julia, Helen and Robert. "For my servant David's sake, I will not do this thing." Paul, the apostle's letter to the Romans. George : at whose store did you purchase that book. At Mr. Henry's. I spoke of your injuring yourself, overtaking your strength. "Johnson was resolved, and that was a precursor to his success." I judged from what I saw, the horses, and the broken carriage, that some one had been injured.

*King* is a name, [Pupil ; tell what kind, &c. &c.] in the subjective case, indirect, from its relation to the subjective word *Herod* : Rule IV, part 1.

*Henry's* is a name, in the possessive case, indirect, from its relation to the direct possessive word *his*, which *Henry's* is used to explain : Rule IV, part 1.

*Julia, Helen and Robert*, are names, considered individually, and together, in the objective case, indirect, from their relation to their direct objective word *cousins*, which these are used to explain : Rule IV, part 1.

*Servant* is a name, in the possessive case, indirect, (without the possessive sign,) from its relation to the direct possessive word *David's*, in reference to which this is used to explain : (to show the character or capacity in which the *man* is regarded—*what* he is :) Rule IV, part 2.

\*This word, *'midst*, the contraction of *amidst*, is frequently used without the sign of contraction, (') thus : 'When *midst* the ruin round, I stood.'—Other relatives are sometimes contracted in the same manner, *with* or *without* the sign of contraction.

†The word *own*, as here used, is joined in combination with the name *God's* only to make the whole combination emphatic.

‡Generally, hereafter, only the particular relations of words, and the rules describing those relations, will be found given here. The learner should mention all the traits which he finds are omitted, and parse all the other words of the sentences.

*Paul* is a name, in the possessive case, indirect, (without the possessive sign,) from its relation to the direct possessive word *apostle's*, in reference to which this is used to explain ; (to show *who* the apostle is ;) Rule IV, part 2.

*At Mr. Henry's* is a phrase used to explain in reference to the phrase *at whose store*—while

*Mr. Henry's*, a name, is in the two-fold case, possessive and objective, corresponding with the simple possessive *whose*, and the simple objective *store*, to which *Mr. Henry's* points back, or refers ; the name *Mr. Henry's* depending on its relative, the last *at*, (Rule XIV, part 1,) from its being in the objective case, direct ; just as the name *store* depends on the first relative *at*, from its being in the objective case, direct, in its relation to that word ; according to Rule XIV, part 1.

*Overtasking your strength*, as a substitute phrase, is in the objective case, indirect, from its relation to the phrase which this is used to explain : Rule IV, part 3 ; the phrase *injuring yourself*, being in the objective case, *direct*, from its relation to the relative *of*, [Rule XIV, part 1]—yet

*Overtasking*, if parsed alone, must be regarded as an assertive name, in the objective case, direct, from its relation to the relative *of* : [I spoke of *overtasking* : \*] Rule XIV, part 1—and

*Your* is a substitute, in the possessive case, direct, from its relation to the name *strength* : Rule III—and

*Strength* is a name, in the objective case, direct, depending on the assertive name *overtasking*, in its assertive capacity ; Rule VII, part 1—just as,

*Yourself*, a substitute, is in the objective case, direct, depending on the assertive name *injuring*, in its assertive capacity ; according to Rule VII, part 1. [See note \*, p 51.]

*That*, is an adname substitute, meaning the same event that is expressed by the foregoing sentence, *Johnson was resolved* ; according to Rule IV, part 4—and being in the subjective case, direct, from its relation to *was*, according to Rule I, part 1.

*Horses* and *carriages* are names, used to explain the whole phrase, *what I saw* ; this phrase being in the objective case, direct, from its relation to *from* ; (as, *from* WHAT I SAW ;) according to Rule XIV, part 1 : and the names *horses* and *carria-*

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\* *Overtasking*, taken alone, may not be parsed according to Rule IV pt 1 ; for this word, alone, is not given to explain the word *injuring*, merely ; although the whole phrase is given to explain the phrase *injuring yourself*.

ges in the objective case, indirect, from their relation to the direct objective phrase, *what I saw*; according to Rule IV, part 5.\*<sup>a</sup>

## Lesson V.

(Illustration of Parts 1, 2, 3 and 4, of Rule V.)

Harriet is my friend. That portrait is Clinton's. That officer is General Dix. He was appointed secretary. Helen was approved as a teacher. George is just the man that I thought he was. Richard is just what I told him he was. Samuel's becoming a clergyman will affect his habits of study. Robert was wretched in being made the slave of his own irritability.

*Friend* is a name, in the subjective case, indirect, being given to describe the direct subject, the lady, (Harriet,) and written after the intransitive asserter *is*; according to Rule V, part 1.

*Clinton's* is a name, in the two-fold case, the possessive, and the subjective, indirect, being used to describe the direct subject, the picture or portrait; and in its subjective relation written after the intransitive asserter *is*; according to Rule V, part 1.

*General Dix*, [parsed together, like *Mr. Dix*,] is a name, in the subjective case, indirect, being used to particularize the direct subject of remark, the man, and written after the intransitive asserter; according to Rule V, part 1.

*Secretary* is a name, in the subjective case, indirect, used to describe the direct subject of remark, the man, General Dix, denoted by the substitute *he*, and written after the receptive asserter *was appointed*; according to Rule V, part 1.

*Teacher* is a name, in the subjective case, indirect, being used to describe the direct subject of remark, the lady, (Helen,) and written after the receptive asserter *was approved*: Rule V, part 1.

\*<sup>a</sup> The phrase *what I saw*, as a whole, is in the simple objective case, direct, from its relation to the relative *from*; but the word *what*, parsed individually as a connective substitute, is in the two-fold case; the objective, direct, from its relation to the relative *from*, and the objective, direct, from its relation to the transitive asserter *saw*: yet,

<sup>b</sup> The names *horses* and *carriage*, are given in addition to, and explanatory of, not the word *what*, merely, but the whole phrase, *what I saw*. These names, like the *whole phrase* are, respectively, in the simple objective case—(the phrase being in this case *direct*, and the names, *indirect*,) while the word *what*, as a connective substitute, is in the two-fold objective case, the simple objective, *direct*, after *from*, and the simple objective, direct, before *saw*. If these names were given to explain the word *what*, merely, they, like *what*, would be in the *two-fold* case. It might stand in diagram thus:

I judged from { *what I saw*,  
                  { the *horses* and broken *carriage*, } that some  
one had been injured. [See note \*<sup>a</sup>, p 242.]

*That*, is a connective substitute, used to represent a word of the third person, the name *man*, in the subjective case, indirect, and written, with the direct subjective word *he*, a simple substitute, before the intransitive asserter *was* : Rule V, part 2.

*What*, is a connective substitute, in the two-fold case : the indirect subjective after *is*, and referring to the name *Richard*, according to Rule V, part 1—and the indirect subjective, written, with the direct subjective *he*, before the intransitive asserter *was* : Rule V, part 2.

*Clergyman* is a name, in the subjective case, indirect, used to describe the person denoted by the prior possessive word *Samuel's* and written after the assertive name *becoming*, (in its assertive capacity ;) according to Rule V, part 3.

*Slave* is a name, in the subjective case, indirect, used to describe the person denoted by the prior subjective word *Robert*, and written after the assertive name *being made* : Rule V, part 4.

## Lesson VI.

(Illustration of Rule VI.)

Ah me ! “ Ah him ! the first great martyr in this great cause.” “ O Death ! the aged Christian's friend.” William : has your brother returned ? To confess the truth, I did err in my decision.

*Me* is a substitute for the name of the speaker or writer, in the independent case, and written according to Rule VI.\*

*Him* is a substitute for the name of a man before mentioned, in the independent case, direct, and written according to Rule VI.†

*Death* is a name, in the independent case, direct, written, like the words *me* and *him*, above, according to Rule VI—[these names all standing distinct or separate from any sentence describing an event ‡]

*William* is a name, in the independent case, direct, though referred to by the sentence, by the substitute *your*, in the sentence, the name *William* being used according to Rule VI.

\*See, in the declension of simple substitutes, 146, p 76, the second *me*, in the independent form. *Ah me!* parsed together, is an exclamatory phrase.

†*Martyr*, as used in the sentence, is in the independent case, indirect, being used to *explain*, or *for explanation*, by showing the character of the person denoted by the direct independent word *him*; according to Rule IV, part 1. [See note \*a, p 241.]

‡The name *friend* is parsed, in its relation to *Death*, just like the name *martyr*, in its relation to *him*—being in the independent case, indirect, and used according to Rule IV, part 1.



*To confess the truth*, as a substitute phrase, is in the independent case, direct, though referring, of itself, to the sentence following it; it is written according to the same Rule, VI—and, the name

*Truth* is in the objective case, direct, depending on the assertive name *to confess*, (in its assertive capacity;) according to Rule VII.

## Lesson VII.

(Illustration of Parts 1 and 2, Rule VII.)

Seth ate an apple. Julia read a book. William owns a house. I love my brothers and sisters. "Children; obey your parents." I have more fruit than I can sell. George met as many friends as he could address personally. "They bought, they sold, they planted and built." I requested George to sing any thing for my amusement. I insisted that Henry should eat something, as he was becoming faint.

*Apple* is a name, in the objective case, direct, depending on the transitive asserter *ate*: Rule VII, part 1.

*Book* is a name, in the objective case, direct, depending on the transitive asserter *read*: Rule VII, part 1.

*House* is a name, in the objective case, direct, depending on the asserter *owns*: Rule VII, part 1.

*Brothers* and *sisters* are both names, each being in the objective case, direct, depending on the asserter *love*: Rule VII, part 1: the name *sisters* being joined, by *and*, to *brothers*: Rule XV, pt. 1.

*Parents* is a name, in the objective case, direct, depending on *obey*: Rule VII, part 1.

*Fruit* is a name, in the two-fold objective case, depending on *have*: Rule VII, part 1—and referring to *can sell*: while this asserter

*Can sell* is a transitive asserter used in a particular sense, having the name *fruit* referring to it: Rule VII, part 1.

*Friends* is a name, in the two-fold objective case, the objective, direct, depending on *met*: Rule VII, part 1—and the objective, direct, referring to the asserter *could address*.

*Could address* is a transitive asserter, used in a particular sense; according to Rule VII, part 1: the asserter having no objective depending on it; but the objective word *friends* referring to it.

*Bought, sold, planted, and built*, are transitive asserters, (as no one could do either of these acts without doing it to something,) each being used in a general sense, without an objective word: Rule VII, part 2.

*George* is a name, in the two-fold objective case, the objective case, direct, after *requested*, on which it depends : Rule VII, part 1—and in the subjective, direct, from its relation to the asserter *to sing* ; according to Rule I, part 1.

*To sing* is a transitive asserter, used in a general sense, with the indefinite, direct objective word *thing* depending on it ; according to Rule VII, part 2.

*Should eat* is a transitive asserter, used in a general sense, with the objective word *something* ; according to Rule VII, part 2.

## Lesson VIII.

(Illustration of Rule VIII.)

I travelled a long journey to visit my aged parents. George struck a heavy blow with his hatchet, and killed the wolf on the spot.

*Travelled* is an asserter, intransitive, in its general meaning, but used transitively in its particular reference to the name *journey* ;\* according to Rule VIII : in the declarative mode, in the indefinite past tense, regular, in the common form, depending on the substitute *I* ; according to Rule II, part 1.

*Journey* is a name, in the objective case, direct, depending on the asserter *travelled*, (here used transitively ; ) according to Rule VII, part 1.

*Struck* is an asserter, intransitive, when meaning merely the motion of the hatchet as caused by me ; but used transitively in connection with the name *blow*, which represents the result of the hatchet's motion as the object ; according to Rule VIII. [Pupil ; tell the asserter's other traits, and give the rule for its depending on, and agreeing with, the name *George*.†]

*Blow* is a name, in the objective case, direct, depending on the asserter *struck*, used, here, in the transitive sense : Rule VII, part 1.

## Lesson IX.

(Illustration of Rule IX.)

Seth gave Julia a book. George sent Helen an umbrella. Samuel owed Jacob some money ; but he has paid him a part of it.

*Julia* is a name, in the objective case, direct, denoting the object that the fact of giving the book was extended to, and depends, with the name *book*, on the transitive asserter *gave* : Rule IX.

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\*Used in the sense of *made* or *accomplished*.

†*Struck*, or *strike*, used in the sense of *hit*, (forcibly or gently,) is always transitive.

*Book* is a name, in the objective case, direct, denoting the object which *Seth* gave, and depending, with the name *Julia*, on the transitive asserter *gave* : Rule IX.

*Helen* is a name, in the objective case, direct, denoting the object that the fact of sending the umbrella was extended to, and depending, with the name *umbrella*, on the asserter *sent* : Rule IX.

*Umbrella* is a name, in the objective case, direct, denoting the object which George sent, and depending, with the name *Helen*, on the asserter *sent* : Rule IX.

*Jacob* is a name, in the objective case, direct, denoting the object that the fact of owing the money was extended to, depending, with the name *money*, on the asserter *owed* : Rule IX.

*Money* is a name, in the objective case, direct, denoting the object to which the fact of owing is extended, and depending, with the name *Jacob*, on the asserter *owed* : Rule IX.

*Him* is a substitute, in the direct objective case, denoting the object that the fact of paying the money was extended to, and depending, with the name *part*, on the asserter *has paid* : Rule IX.

*Part* is a name, the name of a division of something, in the direct objective case, denoting the object which Samuel paid, and depending, with the substitute *him*, on the asserter *has paid* : Rule IX. [See note †*a, b, c, d, e, f*, p 247.]

## Lesson X.

(Illustration of Parts 1 and 2, of Rule X.

William was forgiven the debt which he owed his brother. This book was handed me by my cousin.

*Debt* is a name, in the direct objective case, from its denoting the object which is represented as pertaining to the subject of remark, (the man William :) Rule X, part 1.

*Me* is a substitute, in the direct objective case, from its denoting the object to which the subject of remark, (the book,) is represented as pertaining : Rule X, part 2.\*

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\*The asserter, when used (as above,) according to parts 1 and 2, of Rule X, seems to retain a degree of its transitive meaning in reference to the objective word, while it is fully receptive in its relation to the subjective. From this fact, the philologist might, without the charge of inconsistency, give a rule like this—that, a transitive asserter admitting two objectives, not joined by a connective, may be so used as to be *receptive* in relation to one objective word, and retain its transitive meaning in relation to the other.

## Lesson XI.

(Illustration of Rule XI.)

Harriet will not stay, but Eliza will. Joanna has not bought a ring, but Hannah has, a testament. Helen was not offended, but Robert was.

*Will* is an auxiliar asserter, acting the part of the full asserter *will stay*; according to Rule XI; intransitive, in the declarative mode, in the indefinite-future tense, irregular, in the common form, depending on the direct subjective word *Eliza*: Rule II, part 1.

*Has* is an auxiliar asserter, acting the part of the full asserter *has bought*; according to Rule XI; transitive, in its signification or meaning; in the declarative mode, in the prior-present tense, irregular, in the singular form, depending on the subjective word *Hannah*: Rule II, part 1.

*Testament* is a name, in the direct objective case, depending on *has*, used as a transitive asserter: Rule VII, part 1.

*Was* is an auxiliar asserter, acting the part of the full asserter *was offended*; according to Rule XI; receptive, in the declarative mode, in the indefinite-past tense, irregular, in the singular form, depending on the subjective word *Robert*: Rule II, part 1.

## Lesson XII.

(Illustration of Parts 1, 2 and 3, of Rule XII.)

Life is short. Truth is eternal. The ways of true Religion are pleasant to those who walk therein. Jane is very cheerful. Be prudent in all things. The more diligent you are in study, the greater will be your proficiency.—James wrote the letter very plain. These books were given me by my mother. “What misery does the vicious man secretly endure!” How happy is the upright man! No person can escape from the presence and power of his Creator. “Here the throbbing heart lies still.”

*Short* is an adname, qualifying, in the simple form, belonging to, and depending on, the name *life*: Rule XII, part 1. [*Eternal* is parsed, in relation to *truth*, like *short*, in relation to *life*.]

*The* is an adname, specifying, definite, belonging to, and depending on, the name *ways*: Rule XII, part 1. [See note †, p 169.]

*Pleasant* is an adname, qualifying, in the simple form, belonging to, and depending on, the name *ways*: Rule XII, part 1.—[*True* is parsed in the same manner in relation to the name *Religion*.]

*Very* is an adname, auxiliar, qualifying the principal *cheerful*, and, with that, belonging to, and depending on, the name *Jane*: Rule XII, part 2.



*Cheerful* is an adname, qualifying, in the simple form, principal, depending on, the name *Jane* : Rule XII, part 1.

*Be prudent* is an adname assertive phrase, used absolute ; according to Rule XII, part 3. [See note \*, p 252.]

*The* is an adname, second auxiliar, limiting the sense of the first auxiliar *more*, and through that, the principal *diligent*, and belonging, with these, to the substitute *you* : Rule XII, part 2.

*More* is an adname, first auxiliar, qualifying the principal, *diligent*, and belonging, with the principal, to the substitute *you* : Rule XII, part 2.

*Diligent* is an adname, qualifying, in the simple form, (yet associated with the word *more*, to mark proportion,) principal, belonging to, and depending on, the substitute *you* : Rule XII, pt. 1.

*The* is an adname, first auxiliar, limiting the meaning of the principal *greater*, and, with that, belonging to, and depending on, the name *proficiency* : Rule XII, part 2.

*Greater* is an adname, qualifying, in the comparative form, principal, belonging to, and depending on, the name *proficiency* : Rule XII, part 1.

*Plain* is an adname, modifying, qualifying the fact of *James' writing*, as well as the letter itself, when written. It belongs to, and depends on, the name *letter* : Rule XII, part 1.

*These* is an adname, specifying, definite, belonging to, and depending on, the name *books* : Rule XII, part 1.

*What* is an adname, exclamatory, belonging to, and depending on, the name *misery* : Rule XII, part 1.

*How* is an adname, exclamatory, auxiliar to the qualifying adname *happy*, and with that, belonging to, and depending on, the name *man* : Rule XII, part 2. [See note \*a, b, p 175.]

*Happy* is an adname, qualifying, principal, belonging to, and depending on, the name *man* : Rule XII, part 1.

*No* is an adname, negative, belonging to, and depending on, the name *person* : Rule XII, part 1.

*Throbbing* is an adname, assertive, belonging to, and depending on, the name *heart* : Rule XII, part 1.

### Lesson XIII.

(Illustration of Parts 1 and 2, of Rule XIII.)

Julia learns fast. Harriet studies very attentively. George is certainly an orator. Mary is not at home. Seth travelled south as far as Mexico, and returned as far as here. James died two years ago. Eliza learns more

than three times faster than Samuel. The sooner you start for New Orleans, the earlier you will arrive there.

*Fast* is a modifier of manner, [see note §, p 230,] qualifying the sentence describing the fact of *Julia's learning*: Rule XIII, part 1.

*Very* is a modifier, auxiliar, qualifying the principal *attentively*, and through that, the meaning of the sentence describing the fact mentioned: Rule XIII, part 2.

*Attentively* is a modifier, of manner, in the simple form, principal, qualifying the fact expressed by the sentence in which it occurs: Rule XIII, part 1.

*Certainly* is a modifier, of affirmation, (by way of emphasis,) referring to the words before it, to which it refers, while it throws its influence (emphasis) upon the word *orator*: Rule XIII, part 1. [See XLIV-V, p 37.]

*Not* is a modifier, of negation, modifying the meaning of the sentence in which it occurs. It refers to the two words *Mary is*, but throws its modifying influence chiefly upon the two words *at home*: Rule XIII, part 1. [See XLVI, p 37.]

*South* is a particular name used as a modifier, of tendency or direction, qualifying the fact of *Seth's travelling*: Rule XIII, part 1.

*As far as Mexico*, taken together as one phrase, (not to be separated without destroying the sense,) is a modifier, of place, qualifying the fact of *Seth's travelling*, mentioned by the sentence in which it occurs: Rule XIII, part 1.

[*As far as here*, is parsed, in reference to *Seth's returning*, just like the foregoing phrase, in reference to his travelling.]

*Two years ago*, as a phrase, is a modifier, of time, past, qualifying the fact of *James' dying*: Rule XIII, part 1—yet,

*Ago*, (formerly *agone*,) is the principal, indicating, of itself, that past time is meant, and depending on *two years* to show how long *ago*: [or *past*:] while

*Two years*, as a first auxiliar, qualifies *ago*, and through that, the meaning of the sentence.\*a

\*a *Ago*, as a *principal*, (and it is always principal,) is never used without an auxiliar—so that the word *ago* should always be parsed, as first above, in combination with the auxiliar, as one modifier; although the influence of the individual parts may be mentioned, as they are above.

b Some asserters in certain forms, may not be used as *principals* without *auxiliars*; as, *been*. [See 246, p 151.]

*More than* is a modifier, second auxiliar, qualifying the first auxiliar *three times*, and through that, the principal *faster*, and through that, the meaning of the sentence in which it occurs: Rule XIII, part 2.

*Three times*, is a modifier, first auxiliar, qualifying the principal *faster*, and through that, the meaning of the sentence in which it occurs: Rule XIII, part 2.

[*Faster* is parsed in the same general manner as the other principal modifiers.]

*The* is a modifier, first auxiliar, limiting the meaning of the principal *sooner*, and through that, the sense of the first part of the sentence: Rule XIII, part 2.

[*Sooner* is parsed in the same general manner as other principal modifiers.]

*The* is a modifier, first auxiliar, limiting the sense of the principal *earlier*, and through that, the meaning of the first part of the sentence in which it occurs: Rule XIII, part 2.

[*Earlier* is parsed in the same general manner as other principal modifiers.]

*There* is a modifier, of place, qualifying the fact of the person's arriving: Rule XIII, part 1.

## Lesson XIV.

(Illustration of Parts 1, 2, 3 and 4, of Rule XIV.)

The book before me is the Bible. George walked almost through the river. The balloon ascended more than three miles above the village.—Henry is the scholar that I bought the slate for. Whose store did you trade at? To whom did you give the paper? Emilius has a new book to read in. I have more friends than I can correspond with. John Quincy Adams—than whom, no man ever possessed more varied, extensive, and practical knowledge.

*Before* is a relative, showing the relation between the *book*, mentioned, and myself, the person before whom the book is.

*Me* is a substitute, in the direct objective case, depending on *before*: Rule XIV, part 1.

*Almost* is a relative, auxiliar, limiting the meaning of its principal *through*, and depending on the principal: Rule XIV, part 2.

*Through* is a relative, principal, showing the relation of the fact of the person's walking, to the river, (the stream,) as the object to which the fact is related.

*River* is a name, in the direct objective case, depending on the relative *through*: Rule XIV, part 1.

*More than* is a relative, second auxiliar, qualifying the first auxiliar *two miles*, and through that, the principal *above*, on which *more than* depends : Rule XIV, part 2.

*Two miles* is an adname, (*two*,) and a name, (*miles*,) used as a first auxiliar relative, qualifying the principal *above*, and depending on the principal : Rule XIV, part 2.

*Above* is a relative, principal, showing the relation of the fact of the *balloon's ascending*, to the village, as the *object above* which it ascended.

*Village* is a name, in the direct objective case, depending on *above* : Rule XIV, part 1.

*That* is a connective substitute, in the direct objective case, depending on *for* : Rule XIV, part 1—see, also, part 3.\*

*For* is a relative, showing the relation of the fact of *my buying the slate*, to the *person* denoted by the word *that*.

*Store* is a name, in the direct objective case, depending on the relative *at* : Rule XIV, part 1—see, also, part 3.\*

*At* is a relative, showing the relation of the fact of the *person's trading*, to the *store*, as the object or place *at* which the trading was done.

*To* shows the relation of the fact of the *person's giving the paper*, to the *person* to whom it was given.

*Whom* is an interrogative substitute, in the direct objective case, depending on *to* : Rule XIV, part 1—see, also, part 3.\*

*Book* is in the two-fold objective case, depending on the asserter *has* : Rule VII, part 1—and referring to the relative *in* : Rule XIV, part 1.

*In* is a relative, showing the relation of the fact of reading, to the book, as the object in which the person is to read.

*Friends*, in reference to case, is parsed just like *books*, above, depending on the asserter *have*, and referring to the relative *with*.

*With* shows the relations of the fact of corresponding, to a class of persons represented by the word *friends*.

*Than* is a modifying relative, showing the relation which the person, denoted by *whom*, bears to the sentiment expressed by the other words.

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\* ¶ Parts 3 and 4, of Rule XIV, are but a kind of *sub-rules*, or secondary rules, exhibiting the principle expressed by part 1 : yet, lest the pupil should overlook these matters which might seem to have the character of mere notes, they have been embodied as *Rules*. After *one exercise* on these parts, he may mention only part 1, in parsing words thus employed.



*Whom* is a connective substitute, in the objective case, depending on *than*: Rule XIV, part 1—see, also, part 4.\*

## Lesson XV.

(Illustration of Parts 1 and 2, of Rule XV.)

I went with Sarah and Helen to the concert. "Time and tide wait for no man." George or I must go home. Neither Henry nor Seth cango to school to-day. Julia would rather associate with Emma than Mary. Jabez met Harriet, as well as Maria, at the party. Joseph, not William, is my brother. James presented Emilia as his cousin. William works and studies alternately. Helen is industrious and frugal. James writes rapidly, but elegantly. Amelia stood behind, yet near, her friend, when she heard this conversation. Maria: you must go. Why? and Where?

*Sarah* is a name, in the objective case, direct, depending on the relative *with*: Rule XIV, part 1.

*And* is a connective, simple, uniting the two words *Sarah* and *Helen*.

*Helen* is a name, in the objective case, direct, joined by *and*, to the name *Sarah*: Rule XV, part 1—and depending on the relative *with*: Rule XIV, part 1.

*Time* is a name, in the subjective case, direct, having the asserter *wait* depending on this name, jointly considered with the name *tide*: Rule I, part 1.

*And* is a connective, simple, joining the name *tide* to the name *time*, these two relating alike to the asserter *wait*.

*Tide* is a name, in the subjective case, direct, connected by *and*, with the name *time*: Rule XV, part 1; and having the asserter *wait* depending on this name, jointly with the name *time*: Rule I, part 1.

*Or* is a connective, modifying, by indicating that one must go if the other does not, joining the substitute *I* to the name *George*.

*I* is a substitute, in the subjective case, direct, being connected by *or*, with the name *George*: Rule XV, part 1—and having, separately considered, the asserter depending on this, as it does on the name *George*: Rule I, part 1.

*Neither nor*, parsed together, is a connective, modifying, (the connective principle being entirely in *nor*,) connecting the name *Seth* with the name *Henry*.

*Seth* is a name, in the subjective case, direct, being joined to *Henry* by *nor*, (*neither nor*, as a modifying connective phrase:) Rule XV, part 1; and having the asserter *can go* depending on

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\* See the Note on the preceding page.

this, in the same manner, (individually,) as on the name *Henry* : Rule I, part 1.

*Than* is a connective, modifying, (used in close relation to *rather*,) joining the name *Mary* to the name *Emma*.

*Mary* is a name, in the objective case, direct, connected by *than*, with the name *Emma* : Rule XV, part 1—and depending on the relative *with* : Rule XIV, part 1.

*As well as* is a connective, simple, joining the two names *Harriet* and *Maria*.

*Maria* is a name, in the objective case, direct, connected by *as well as*, with the name *Harriet* : Rule XV, part 1—and depending, with that name, on the asserter *met* : Rule VII, part 1.

*Not* is a connective, modifying, joining to the name *Joseph*, the name *William*, and denying of the last named person, what is affirmed of the first.

*William* is a name, in the subjective case, indirect, being joined by *not*, to the name *Joseph* : Rule XV, part 1—and relating to the asserter *is* : Rule I, part 2.

*As* is a connective, modifying, joining to the name *Emilia*, the name *cousin*, and so far modifying the sense of the sentence as to prevent my affirming that *Emilia was James' cousin*, though she was presented as such, and *might*, or *might not* have been his cousin.

*Cousin* is a name, in the objective case, indirect, being joined by *as* to the name *Emilia* : Rule XV, part 1—and used to explain the character of the person denoted by the direct objective word *Emilia* : Rule IV, part 1.

*And* is a connective, simple, joining the two asserters *works* and *studies*.

*Studies* is an asserter, connected by *and*, with the asserter *works* : Rule XV, part 2—and depending on, and agreeing with, the name *William* : Rule II, part 1.

*And* is a connective, simple, joining the two adnames *industrious* and *frugal*.

*Frugal* is an adname, connected by *and*, with the adname *industrious* : Rule XV, part 2—and belonging to, and depending on, the name *Helen* : Rule XII, part 1.

*But* is a connective, simple, joining the two modifiers *rapidly* and *elegantly*.

*Elegantly* is a modifier, connected by *but*, with the modifier *rap-*

*idly* : Rule XV, part 2—and qualifying the fact described by the sentence *James writes* : Rule XIII, part 1.

*Yet* is a connective, simple, joining the two relatives *behind* and *near*.

*Near* is a relative, connected by *yet*, with the relative *behind* : Rule XV, part 2—and showing one of the two relations (expressed) of the fact of *Amelia's standing*, and her *friends*, as the objects *near* (as well as *behind*) which she stood.

*And* is a connective, joining the two interrogatives *why* and *where*.

*Where* is an interrogative, joined by *and*, to the interrogative *why* : Rule XV, part 2—and referring to the sense of the sentence before it, to which it refers : Rule XVI.

## Lesson XVI.

(Illustration of Rule XVI.)

Julia: Helen was displeased last evening. Why? Maria: I shall visit your father in New York. When? James did three days' work in two. How? Harriet very unexpectedly met her brother yesterday. Where?

*Why* is an interrogative, used to interrogate in reference to the fact expressed by the sentence before it, to which it refers : Rule XVI.

*When* is an interrogative, used to ask a question in reference to what is expressed by the foregoing sentence, to which it refers : Rule XVI.

*How* is an interrogative, used to ask a question in relation to the event mentioned by the sentence before it, to which it refers : Rule XVI.

*Where* is an interrogative, used to question in reference to the fact to which it refers : Rule XVI.\**a*

\**a* *When, where, how* and *why* may be modifiers; as, *When* did Henry go home? *Where* did you meet him? *How* did he travel? *Why* did he return?

*b* Here it is seen that the sentences would be interrogative without the foregoing words in *Italic*; as, Did Henry go home? Did you meet him, &c. the words *when, where, how, and why*, being used here not to interrogate, but only to modify or change the meaning of the sentences. Thus, if I say, 'Did Henry go home?' I ask as though wholly ignorant in relation to the fact: but if I say, 'When did Henry go home?' I concede or admit that I know he has gone, and I now inquire only as to the time. The modifying influence of the other three words has the same general effect, changed only by their individual meaning.

*c* *When, where, and how*, are modifiers, when used in affirmative sentences, only to indicate time, place, manner, or means, and the cause or

## Lesson XVII.

(Illustration of Rule XVII.)

Julia: will you accompany me to school to-day? No Sir. George: will you go with me? Yes. Hannah: can you visit Cynthia next week? Probably.

*No* is a replier, negative, constituting a full reply to the question expressed by the foregoing sentence, to which it alludes: Rule XVII. [For parsing the word *Sir*, see note †, p 209.]

*Yes* is a replier, affirmative, used to reply to the foregoing question; and written according to Rule XVII.

*Probably* is a replier, doubtful, used in answer to the foregoing question; according to Rule XVII.

## Lesson XVIII.

(Illustration of Rule XVIII.)

‘Alas! the joys that fortune brings,  
Are trifling, and decay.’

‘Oh Death! the aged Christian’s friend.’

*Alas* is an exclamation, standing independent of the sentence describing the facts to which it alludes: Rule XVIII.

*Oh* is an exclamation, standing independent of any word, phrase, or sentence, yet alluding to the sentiment expressed by the words following it: Rule XVIII.

## Lesson XIX.

[Substitute phrases, and other phrases, parsed in their relation to individual words in sentences.]

EXAMPLE 1—SUBJECTIVE CASE.

*To maintain* integrity of purpose and action thro life, } marks  
The *maintenance* of integrity of purpose and action thro life, }  
true greatness of soul.

*a* Here the whole phrase or combination of words in the upper part of the brace, is a substitute phrase, in the direct subjective case from its relation to *marks*. The same may be said of all the words in the lower part of the brace, taken as a *phrase*. [See 172, p 92.] Yet, if we are to parse the individual words in these phrases, *to maintain*, in the upper line, is an as-

reason of a thing, but not connecting sentences; as, James told Henry *when* to start for home. I told George *where* to sit. William instructed Seth *how* to do the work.

*d* *When, where, how, and why*, are modifying connectives, when connecting sentences; as, Helen was sick—[one sentence]—I was at her father’s—[another sentence.] Helen was sick *when* I was at her father’s—the two simple sentences united by the modifying connective *when*. [See note \*a, b, &c. &c. p 202.]



sertive name, in the subjective case, direct, (as a mere name,) from its relation to *marks*; (*to maintain* being the leading part of speech on which the others depend,) while *integrity* is in the objective case, depending on *to maintain*, as a mere asserter; according to Rule VII, part 1.

*b* *To maintain*, it is seen, sustains the same relation to *marks*, that the mere name *maintenance* sustains. *To maintain*, alone considered, does not express the full subject of remark; nor does *maintenance*, alone, express the full subject: Each of the two words is the important word in its own phrase, the foundation of the remark—but *maintenance*, like *to maintain*, must be taken with its associate words to express the subject entire. It is not *to maintain*, merely, which marks true greatness of soul: nor is it the *maintenance*, merely, which does this; but “*to maintain integrity of purpose and action through life*, MARKS,” &c.—or, “*the maintenance of integrity of purpose and action through life*, MARKS,” &c.

*c* While the mere name *maintenance*, as one part of speech, is in the subjective case from its relation to *marks*; and while the assertive name *to maintain*, as one part of speech, is in the same case, from the same relation to *marks*—the other intermediate words, in both lines, are used to limit and qualify the meaning of these, the subjective words.

*d* While the name *integrity*, in the upper line, depends on *to maintain*, [Rule VII, part 1;] the name *integrity*, in the lower line, depends on the relative *of*: [Rule XIV, part 1;] and the other corresponding words in the two lines are parsed exactly alike. So is it in

#### EXAMPLE 2—SUBJECTIVE CASE.

The father of Helen Williams is in New York, *mq*  
The father of James Cameron is in England, *mq*

*a* Here the name *father*, in either line, does not describe, fully, the subject of remark: for the two different names *father*—*father*, as limited and qualified, express very different persons as the subjects.

*b* It is not the *father*, merely, (otherwise independently expressed,) that is in New York, or that is in England: but it is the *father of Helen Williams* that is in New-York, and the *father of James Cameron* that is in England.

*c* It requires the whole of the five words in either example, to describe the subject of the remark: the whole *five words*, as *one phrase*, are, then in the subjective case before the asserter *is*: yet,

*d* In parsing the individual words of the phrase of five words, *the* would be called an adname—the word *father*, as the important word denoting the person that all the words, together, represent as the subject: this word *father* is a name, in the subjective case, from its relation to *is*—the word *of* a relative, and the two words *Helen* and *Williams*, used as one combination, are a name in the objective case, depending on the *of* in the upper line: just as the name *James Cameron* is in the objective case, depending on the *of* in the lower line.

*e* ¶ Words should *first* be associated in groups or *phrases*, as far as circumstances will allow, and should then be parsed in their individual capacities and characters: as far, at least, as they can be separately considered without destroying the sense.

*f* ¶ We should never carry the parsing of words individually so far as

to break up the harmony of the parts of a sentence, and destroy the meaning of the *words*. Thus, I may say, 'John, at last, returned to his parents'—yet *at last*, meaning *finally*, may not be separated; for, I may not ask, 'John returned *at WHAT*,' (by *what*, referring to the meaning of the word *last* :) for the word *last*, (as here used,) not expressing a distinct object, may not be parsed separate from its associate word. The two words must be parsed *together*, as one part of speech: for in the place in which they are used, each would be nonsense without the other.

## EXAMPLE 3—SUBJECTIVE CASE.

"To be wise in our own estimation,  
To be wise in the opinion of the world, *and* } are three things  
To be wise in the sight of our Creator, }  
so very different, as rarely to coincide."

*a* Here the several phrases in the brace are jointly in the simple subjective case, direct, having the asserter *are* depending on them: Rule I, pt. 1.

*b* The word *things* is in the indirect subjective case, from its relation to the asserter *are*, after which it occurs: Rule V, part 1.

*c* *To be wise*, in each line, parsed together, as a substitute phrase, (it is not to be separated without destroying the sense,) acts with the same phrases in the other lines, in the same manner as *to maintain*, in example 1.

*d* *In*, in each example, shows the relation between the state of existence, abstractly considered, which is expressed by *to be wise*, and the idea expressed by its next following name, which is in the objective case, depending on the relative *in*.

## EXAMPLE 4—SUBJECTIVE CASE.

"To bear, }  
to conquer, } our fate."

*a* Here *to bear*, as an assertive name, is in the direct subjective case before *is*, and *to conquer* is in the indirect subjective after *is*; while the name *fate* is in the simple objective case, direct, from its relation to each assertive name in its assertive capacity—*to bear our fate*—or, *to conquer our fate*: yet the force of the two words *our fate*, is associated with each of the assertive names, to complete the subjective sense, as much as though the words were twice used; as, *to bear our fate*, is *to conquer our fate*.

## EXAMPLE 5—SUBJECTIVE CASE.

To be a door-keeper in the house of God, } is } better  
<sup>than</sup> to dwell in the tents of wickedness. }

*a* Here the first phrase is in the direct subjective case—and the second phrase in the indirect subjective: while *to be a door-keeper*, as an inseparable phrase, is the leading or important part of the first phrase—like *to maintain*, in example 1; and *to dwell* is the leading member of the phrase in the lower line.

*b* *To be a door-keeper* may not be divided, and parsed separately: for it

requires the whole combination to denote the office, state or condition which is preferable to the other state or condition mentioned.

#### EXAMPLE 6—POSSESSIVE CASE.

The Duke of Bridgewater's canal was deemed a great undertaking.

*a* Here the whole phrase, *the Duke of Bridgewater's*, is in the simple possessive case, direct, depending on the name *canal*: Rule III—yet

*b* *The*, considered in reference to the following part of the phrase, is an adname, depending on *Duke of Bridgewater's*, as a name: Rule XII, pt. 1.

*c* ¶ [The phrase *Duke of Bridgewater's* may not be divided in parsing it, as a part of a sentence, any more than we may divide the name *Mary*, in parsing, by first parsing *Ma-*, as one word, and then *ry*, as another.] See '*brother-in-law's*,' and '*Duke of Orleans*,' as parsed on p 268.

#### EXAMPLE 7—OBJECTIVE CASE.

*Obj.*

Jack was whipped for stealing fruit.

*Obj.*

*a* Here the whole phrase *stealing fruit*, as a substitute phrase, is in the objective case, direct, depending on *for*, showing the whole fact for which the boy was whipped: yet, in parsing the individual words of the phrase, *stealing*, as the leading or important word, is an assertive name, being, in its *name* capacity, in the direct objective case, depending on the relative *for*, just like any mere name—[He was whipped *for* THEFT—he was whipped *for* STEALING:] Rule XIV, part 1—and the name *fruit* is in the direct objective case, depending on the assertive name *stealing*, in its assertive capacity: Rule VII, part 1. [See note \*, p 51.]

#### EXAMPLE 8—OBJECTIVE CASE.

'Earth's highest station ends in { 'here  
he  
lies.'

*a* In this example the three words *here he lies*, constitute a substitute phrase, in the direct objective case, depending on *in*, which shows the relation of the fact first mentioned, to the last mentioned fact or circumstance described by the objective phrase *here he lies*—while

*b* *Here*, parsed individually, is a modifier, qualifying the fact of the person's lying—Rule XIII, part 1.

*c* *He* is a substitute, for the name of the person buried—(this phrase being presented as an ordinary inscription on a grave stone)—it is in the subjective case, direct, relating to the asserter *lies*: Rule I, part 1—and

*c* *Lies* is an asserter, depending on the direct subjective word *he*: Rule II, part 1.

¶ For further exhibitions of phrases, variously related to sentences, see the subsequent "Sections" of Diagrams, &c. &c.

## EXAMPLE 9—OBJECTIVE CASE.

James loves	{	to ramble
		among
		the
		wood-covered
		hills.

*a* Here, *loves* is a transitive asserter, and all the words at the right of the brace, taken together, constitute the objective phrase, or a substitute phrase in the objective case, depending on *loves*: Rule VII, part 1: yet, *to ramble*, parsed separately, would be regarded as an assertive name, (as the word *rambling* would be, if thus used,) in the objective case after *loves*—while the following words would be parsed according to their relation to *to ramble*, and the words before it. The sentence might stand, ‘James loves *to ramble*,’ or, ‘James loves *rambling*’—*to ramble*, or *rambling*, showing what he loves: yet, *to ramble*, as well as *rambling*, must be considered in connection with the words following: for, though James loves *rambling*, or *to ramble*, yet it is *rambling*, or *to ramble*, as limited and qualified by the words following, ‘*among the wood-covered hills*.’

*b* The asserter in the dependent mode, first division, almost always has the office of an assertive phrase, and is often used in the *subjective*, as well as the objective case; as, ‘*To ramble (among the wood-covered hills)* is James’ delight.’ [Here it is used in the subjective case.] I love *to study*—[objective case.] *To study*, is better than *to be idle*. [*To study* is here in the subjective case, direct—while the inseparable substitute phrase *to be idle*, is in the subjective case, indirect.]

## Lesson XX.

[Showing how, to a certain extent, the principles of this work can be applied in the manner of the old theorists: yet the author of this work would not, by any means, recommend to the teacher or learner to pursue this, the old track.]

George is a very studious child. The little girls ate an orange in the store. O! I have alienated my friend.

*George* is a noun, proper, of the masculine gender, of the third person, of the singular number, in the nominative case to *is*.

*Is* is a verb, intransitive or neuter, in the indicative mode, present tense, of the singular number, agreeing with its nominative *George*. [Rule—A verb must agree with its nominative, &c.]

*A* is an article, indefinite, agreeing with its noun *child*. [Here might be given the Rule.]

*Very* is an adverb, qualifying the adjective *studious*. [Rule—Adverbs qualify, &c. &c.]

*Studious* is an adjective, in the positive degree, belonging to the noun *child*. [Rule.]

*Child* is a noun, common, of the common gender, of the third person, of the singular number, in the nominative case after the verb *is*. [Rule.]



*The* is an article, definite, belonging to, or agreeing with, the noun *girls*. [Rule.]

*Little* is an adjective, in the positive degree, belonging to the noun *girls*. [Rule.]

*Girls* is a common noun, of the feminine gender, of the third person, and singular number, and in the nominative case to *ate*. [Rule.]

*Ate* is an irregular active verb, in the indicative mode, and imperfect tense, and agrees with its nominative *girls*. [Rule.]

*An* is an indefinite article, agreeing with the noun *orange*. [Rule.]

*Orange* is a common noun, of neuter gender, third person, and singular number, and in the objective case, and governed\* by *ate*. [Rule—Active verbs govern the objective case.]

*In* is a preposition.

*The* is a definite article, and agrees with, or belongs to, the noun *store*. [Rule.]

*Store* is a common noun, of the neuter gender, third person, the singular number, in the objective case, and governed by *in*. [Rule—Prepositions govern the objective case.]

*Oh* is an interjection.

*I* is a personal pronoun, of the common gender, of the first person, singular number, and in the nominative case to *have alienated*.

*Have alienated* is a regular active verb, in the indicative mode, present tense, agreeing with its nominative *I*. [Rule.]

*My* is a personal pronoun, of the common gender, first person, and singular number, in the possessive case, and governed by *friend*. [Rule.]

*Friend* is a common noun, of the common gender, third person, singular number, in the objective case, governed by *have alienated*. [Rule.]

## DIAGRAMS AND TRANSPOSITION,

412 In Sections, corresponding, in number, with the Rules to which they more particularly refer.

413 ➤ Transposition is not intended to change, in the least, the relations of words in sentences; but only to exhibit the *real, existing* relations, in a clearer light to the learner.

414 ➤ Transposition does not affect the parsing of words, in the least; for the words of a sentence must be parsed precisely the same *without* transposition, as *with*.

415 Transposition, by any person, is not intended to give to the *transposer* the meaning of the author of the piece—

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\*See the remark over Lesson VII, p 68.

for the transposer must (*first*) learn the meaning before he can be sure of transposing correctly.\*

## SECTION I.

1 Was John Adams president? 2 Are George and Seth your cousins. 3a 'The well need not a physician, but the sick.' 3b The sick need a physician, not the well. 4 'Why is life, a moment? desire, infinite? our wish, eternity? our home, the grave?' 5 'Is there no central, all-sustaining base? all-realizing, all-connecting power?'

### EXPLANATIONS :

1 Was { John Adams  
president? 2 Are { George and Seth  
your cousins?

Here, (1) the name *John Adams* is in the direct subjective case, in its relation to *was*, which depends on it: Rule I, part 1—and *president* is in the indirect subjective case from its relation to the name *John Adams*, and to the same asserter, (which does not depend on *president*, but on *John Adams*;) Rule I, part 2.

Next (2) the names *George* and *Seth* are in the direct subjective case, from their relation to *are*: Rule I, part 1—and the name *cousins* in the indirect subjective, from relation to the names *George* and *Seth*, and to the asserter *are*: Rule I, part 2.

3a The well } need not  
          <sup>but</sup> } a physician,  
          the sick. }  
3b The sick, }  
          <sup>but</sup> } need a physician.  
          the well, }

Here, (3a) the adname substitute *well* is in the direct subjective case from relation to *need*: Rule I, part 1—and the adname substitute *sick*, in the indirect subjective: Rule I, part 2: the negative sense of the modifier *not*, is to be allowed in reference to only the direct subjective, which, taken with the following words, constitutes a negative sentence—while the word *sick*, taken with all of the following words, except *not*, constitutes an affirmative sentence.

Next, (3b) the word *sick* is the direct subjective word of the asserter *need*; and the word *well*, an indirect subjective—the word *not*, (a modifying connective,) joining the word *well* with the rest of the sentence, and exerting its negative influence on the word *well*, and the words considered in relation to it.

\*One writer on Grammar most strangely remarks, that "in order to come at the meaning of the author, you will find it necessary to transpose his language," &c. not perceiving that unless the learner *first* 'comes at' [understands,] the meaning of a sentence, it will be useless to try to transpose the words.

- 4 Why is { life, a moment ?  
 desire, infinite ?  
 our wish, eternity ?  
 our home, the grave ?
- 5 Is there no { central, } base ?  
 all-sustaining, }  
 all-realizing, } power ?  
 all-connecting, }

Here, (4) *why* is a modifier—(see \**a, b, c*, p 284)—*life* is in the direct subjective case, from relation to *is*: Rule I, part 1—and *moment*, in the indirect subjective, from relation to *is*: Rule I, part 2—and *infinite* is an adname, belonging to *desire*: Rule XII, part 1. *Our* is a substitute, depending on *wish*: Rule III—*wish* is in the direct subjective case, from relation to *is*: Rule I, part 1—and *eternity* is in the indirect subjective, from relation to *wish*: Rule I, part 2. [*Our*, *home*, and *grave*, are parsed just like *our*, *wish*, and *eternity*—the asserter *is* depending on, and agreeing with, each of the direct subjective words separately considered.

Next, (5) the asserter *is* refers to, depends on, and agrees with, each of the two names *base* and *power*, (in the direct subjective case :) Rule II, part 1. *There*, is a modifier of sound, (see note †*a, b*, p 252) used only to aid the euphony of the sentence in which it occurs, and to which it refers: Rule XIII, part 1. *No* is a negative adname, belonging to the names *base* and *power*, (each being considered separately,) as these names are associated with their respective adnames. *Central* and *all-sustaining* are adnames, belonging, individually, to the name *base*: Rule XII, part 1—and the other two adnames belong, individually, to the name *power*: Rule XII, part 1. [The word *realizing* is here used in its *strict* sense—meaning, *to make, or cause to be, real, or substantial*, permanent and enduring. [Each of the two names, *base* and *power*, separately considered, is in the direct subjective case, from relation to *is*: Rule I, part 1.]

## SECTION II.

1 He ate, and drank, and slept, his life away. 2 He perplexed, not convinced ; he conquered, not converted, his opponent.— 3 He gained or lost property, according to circumstances. 4 He bought and sold his whole estate away.

### EXPLANATIONS :

- 1 He { ate,  
 and  
 drank, } his life away.  
 { and  
 slept, }

Here it is seen that each of the asserters refers individually to the direct subjective word *he*, with which each asserter agrees: Rule II, part 1—while the name *life* is in the simple, (not two-fold,) objective case, direct, from its relation to *all three* of the asserters, considered jointly, unitedly, or together, as *one* asserter—for the person did not *eat* his life away, (spend

it *all* in *eating*,) merely—nor did he *drink* his life away, (spend *all* his life in *drinking*,) merely—nor did he *sleep* his life away, (spend *all* his life in *sleeping*,) merely: but he *ate*, and *drank*, and *slept* it all away—that is, he *squandered* his life in these three states—eating, drinking, and sleeping. It required all three facts, to waste, spend, or consume his whole life—the name *life* being seen to be in the simple objective case, direct, depending on all three asserters, as though one assenter; as,

He *spent* his *life* in  $\left\{ \begin{array}{l} \text{eating,} \\ \text{drinking,} \\ \text{sleeping.} \end{array} \right.$

2  $\left\{ \begin{array}{l} \text{perplexed,} \\ \text{convinced;} \\ \text{conquered,} \\ \text{converted,} \end{array} \right. \left. \begin{array}{l} \text{He} \\ \text{he} \end{array} \right\} \text{his opponent.}$

Here the subjective words *he*—*he*, have each two asserters depending on it: Rule II, part 1—*perplexed* and *convinced* depending, each, on the first word *he*; according to Rule II, part 1—and *conquered* and *converted* depending on the second *he*; according to the same rule: yet the word *opponent* is in the simple objective case, direct, from its relation to each of the four asserters; according to Rule VII, part 1.

3 He  $\left\{ \begin{array}{l} \text{gained} \\ \text{lost} \end{array} \right. \text{property, according to circumstances.}$

Here both the asserters *gained* and *lost*, individually depend on, and agree with, the subjective word *he*: Rule II, part 1—while the name *property* depends on each of the asserters *gained* and *lost*, individually considered: Rule VII, part 1.

4 He  $\left\{ \begin{array}{l} \text{bought} \\ \text{sold} \end{array} \right. \text{his whole estate away.}$

Here the two asserters *bought* and *sold*, individually depend on, and agree with, the word *he*; and the word *estate* is in the simple objective case, direct, depending on both asserters, conjointly considered, as *one*—for the person did not *buy* his estate away, or *sell* it away—but he  $\left\{ \begin{array}{l} \text{bought} \\ \text{sold} \end{array} \right. \text{it}$  away—that is, he bought and sold, or traded, till he lost his estate—till it was sold for him, to pay his debts. The word *away*, as a modifier, is very closely connected, in sense, with the sense of the two asserters, as joined to the word *he*: Rule XIII, part 1.

### SECTION III.

1 J. Hatheway & Company's store. 2 Messrs. Hunter & Austin's furnace. 3 J. W. & R. S. Porter & Sons' manufactory.





## EXPLANATIONS :

1 George Washington { commander-in-chief, }  
 { - - - - - } died Dec. 14, 1799.  
 { first president, }

Here the name *George Washington* is the direct subjective of the asserter *died*—while the other two names are, individually, in the indirect subjective case from relation to the direct subjective : Rule IV, part 1.

2 Thou, { more than hero,  
 { just less than sage.

Here, the word *thou* is in the independent case, direct : Rule VI—and the names *hero* and *sage* individually in the independent case, indirect, from relation to *thou* : Rule IV, part 1—both names having the same relation to *thou*, and each being used in addition to, and explanatory of, the word *thou*. The words *more than*, act together, as one part of speech, a qualifying adname, belonging to, and depending on, the name *hero* : Rule XII, part 1—*less than* having the same relation to *sage* : Rule XII, part 1—and *just* being an auxiliar adname limiting the meaning of its principal : Rule XII, part 2.

3 No further seek to { disclose his merits,  
 { draw his frailties  
 from { their dread *abode*, (There they alike in trembling hope repose—)  
 { the *bosom* of { his father  
 { his God.

Here, *disclose* and *draw*, alike, refer to, and are associated with, the word *to*, as a part of each asserter—both these, (and *seek*), are used absolute, (see 188, p 103,) and each has its own objective word depending on it.—*From*, shows relation between the fact of *drawing the person's frailties*, and their *place* or *abode*. The name *abode*, restricted by the word *their*, and as qualified by the word *dread*, is in the direct objective case, depending on *from* : Rule XIV, part 1—and the name *bosom*, as limited by the following words, is in the objective case, indirect, being given to explain in reference to the place or *abode* mentioned : Rule IV, pt. 1. *There*, as a modifier, derives its qualifying influence from reference to the word *abode*, and exerts the influence on the sentence describing the fact of the *merits* and *frailties* *reposing* : Rule XIII, part 1. The two names *father* and *God* are each in the objective case, direct ; both alike depending on the relative *from* : Rule XIV, part 1.

4  
 Hope, { fair Pleasure's smiling train, + - - - - - { Lights }  
 Love, { these, { mixed with art, and confined to due bounds, { the and whose  
 Joy, { { make and maintain the balance of the mind: { Shades }  
 Fear, { the family of Pain ; + - - - - - { }  
 Hate, { }  
 and { }  
 Grief, { }

well accorded strife gives all the strength and color of our life.

Here the word *train* is used to explain the character of the first three emotions, and the word *family*, to characterize the last three—the word *these*, is used for describing the circumstances of *all six* emotions, as mixed, &c—the word *Lights* is used to characterize, further, the *first three* emotions to which it points or refers : and *Shades*, to characterize the *last three* : while *whose* relates to both, as represented, and connects what describes the result of these different principles' being united.

First, the first three emotions, by personification, are made to appear as a *smiling train* of *persons*; and the last three (the darker) emotions, as a less attractive train, company, or *family* of persons.

Next, from the word *these*, (meaning all six emotions,) the personification is lost in the literal expression of these six principles as mere *passions*, which, “*mixed*,” or alternating in their exercise, *constitute* [‘make’] and *maintain* the balance of the mind.

Next, from the word *lights*, the expression is changed from literal to figurative, by representing the first three passions referred to by *lights*, (see the index, [—§§]) as the lighter colors in a *portrait*—and the last three passions, referred to by *shades*, (see the index, [—§§]) as the darker colors in a portrait ; while, to the imagination of the poet, these colors are *animated*, and emulously striving or vying with each other in starting into notice or observation.

The word *these* is in the direct subjective case, from relation to each of the asserters *make* and *maintain* : Rule I, part 1—and from relation to *mixed* and *confined*, (in the dependent mode :) Rule I, part 1. The first six names are in the indirect subjective, from relation to the word *these*—and the words *lights* and *shades* are in the indirect subjective case, from relation to their respective sets of words, *hope*, &c. and *fear*, &c. Rule IV, part 3—and from referring, through those names, to the word *these* : Rule IV, part 1 : while *the*, next before *lights* and *shades*, refers and belongs to each of these names ; according to Rule XII, part 1. The word *whose*, substituted for the names *lights* and *shades*, embodies the sense of the first six names *hope*, *fear*, &c. and depends on *strife* : Rule III.

The word *train* embodies and characterizes the sense of the first three words, *hope*, &c.—while *family* embodies and characterizes the sense of the three names before it, *fear*, &c. The ideas are still more condensed in, and expressed by, the word *these*, which includes the meaning of both the words *train* and *family*, as, also, by their means, the sense of the six names, (*hope*, &c. and *fear*, &c.)—while *lights* and *shades* separate the ideas into the original two classes, as seen in the first two braces—and, by the word *whose*, the sense of the whole six is again condensed, and carried forward by the words following *whose*.

Although this blending of the *literal* with the *figurative* is a defect, considered in relation to Rhetoric, yet there is something really beautiful in each of the different representations which the author makes. It is doubted whether the English language affords another instance of so clearly blending and condensing sentiments in a style corresponding with the acuteness of the author's intelligence.

## SECTION V.

- 1           The soul, on earth is an immortal guest,  
              Compelled to starve at an unreal feast ;  
              A spark that upward tends, by Nature's force ;

A stream diverted from its parent source ;  
 A drop dissevered from the boundless sea ;  
 A moment parted from eternity ;  
 A pilgrim panting for the rest to come ;  
 An exile anxious for his native home.—H. MORE.









2 “The careless and the inconstant, the ungrateful and the interested, the timidly virtuous, and the openly vile, the covetous and the prodigal, are the bane of social life.”

3 Time, wasted, is existence—used, is life.—YOUNG.










4 ————Nature, ————

Whose garments are the clouds ; whose minstrels, brooks ;  
 Whose lamps, the moon and stars ; whose organ choir, the voice of  
 many waters ;  
 Whose banquets, morning dews ; whose heroes, storms ;  
 Whose warriors, mighty winds ; whose lovers, flowers ;  
 Whose orators, the thunder-bolts of God ; whose palaces, the ever-  
 lasting hills ;  
 Whose ceiling, heaven’s unfathomable blue.—POLLOCK.

## EXPLANATIONS :

1 {  an immortal *quest* ;\*  
 {  a *spark* that upward tends by Nature’s force ;  
 {  a *stream* diverted from its parent source ;  
 The soul,  is {  a *drop* dissevered from the boundless sea ;  
 [on earth,] {  a *moment* parted from eternity ;  
 {  a *pilgrim* panting for the rest to come ;  
 {  an *exile* anxious for his native home.

Here is the one direct subjective word *soul*, before the assenter *is*—and the seven indirect subjectives in *Italic*, after the assenter—and all used to describe the one direct subject—the soul : Rule V, part 1.

2 The *careless*,   
 and the *inconstant*,   
 the *ungrateful*,   
 and the *interested*,   
 the timidly *virtuous*,   
 and the openly *vile*,   
 the *covetous*,   
 and the *prodigal*,  } are the  *bane* of social life.

Here are eight adname substitutes in the direct subjective case before the assenter *are*—and one indirect subjective after it ; and this one (*bane*) used to describe the eight direct subjects. Rule V, part 1.

3 Time, { wasted, is existence—  
 { used, is life.

Here the name *time* is the direct subjective of each of the four asserters ; according to Rule I, part 1. This name, as explained by the assenter *wast-*

\*Compelled to starve at an unreal feast.





dividually in the simple objective case, direct, from relation to the last *of*: all three having the same relation to, and dependence on, the relative.

2 O God! { our help in ages past ;  
our hope for years to come.

Here the name *God* is in the independent case, direct: Rule VI—and the names *help* and *hope*, each in the independent case, indirect, being given in addition to, and explanatory of, the name *God*: Rule IV, part 1; both, alike, relating to the name *God*.

## SECTION VII.

1a “ I came to call, not the righteous, but sinners, to repentance. 1b I came to call sinners, not the righteous, to repentance.”  
2 Flesh shall not feel, or, feeling, shall enjoy the rack.—YOUNG.

3 See anger, zeal and fortitude, supply; [produce]  
Even avarice, prudence; sloth, philosophy.

4 First, force made conquest, and that conquest, law;  
Till Superstition taught the tyrant awe:  
They shared the tyranny, then lent it aid;  
And gods of conquerors; slaves, of subjects, made.—POPE.

### EXPLANATIONS:

1a I came to call <sub>A</sub> { <sup>not</sup> the righteous, }  
sinners, } to repentance.

Here, both the adname substitute *righteous*, and the name *sinners*, are individually in the objective case, direct, from relation to *to call*—the negative influence of the modifier *not*, being confined to the sense of the word *righteous*, as joined to the words before and after; this combination being negative in sense, while the word *sinners*, joined to the words with which it is connected, constitutes an affirmative remark.

1b I came to call { <sup>*sinners*,</sup>  
<sub>*not*</sub> } to repentance.  
the *righteous*,

Here both the words in *Italic* are objective; the word *not* exerting its modifying influence wholly on the word *righteous*, as connected with the sentence.

2 Flesh { <sup>*shall not feel*,</sup>  
<sup>*or, feeling*,</sup>  
<sup>*shall enjoy*,</sup> } the rack.

Here each of the three asserters refers to, and depends on, its direct subjective word *flesh*, in the simple subjective case, from its relation to each: while the word *rack* is in the simple objective case, direct, from relation to each of the three transitive asserters.

3 See { <sup>*anger*</sup>  
<sup>*even avarice*</sup>  
<sup>*sloth*</sup> } supply { ZEAL and FORTITUDE;  
PRUDENCE;  
PHILOSOPHY.

Here the three names in *Italic* are each in the two-fold case : the objective, direct, from relation to *see* : Rule VII, part 1—and in the subjective, direct, from relation to *supply*, [used in the sense of *produce* :] Rule I, pt. 1 ; while the four names in the last brace, are each in the objective case, direct, depending on *supply* : Rule VII, part 1. *Supply* is in the dependent mode ; and *see* is in the commanding mode absolute.

4 First,  $\left\{ \begin{array}{c} \text{FORCE} \\ \text{that } \textit{conquest}, \end{array} \right\} \text{MADE} \left\{ \begin{array}{c} \text{conquest,} \\ \text{law,} \end{array} \right\}$   
 Till Superstition taught  $\left\{ \begin{array}{c} \text{the tyrant} \\ \text{awe :} \end{array} \right\}$   
 They  $\left\{ \begin{array}{c} \text{shared the tyranny, then lent} \\ \text{made} \left\{ \begin{array}{c} \text{gods} \\ \text{slaves} \end{array} \right\} \text{of} \end{array} \right\} \left\{ \begin{array}{c} \text{it} \\ \text{aid ;} \\ \text{conquerors;} \\ \text{subjects.} \end{array} \right\}$

Here the words *first* and *then* are modifiers. *Force* is in the direct subjective case : Rule I, part 1—and the word *conquest*, in the first brace, is in the indirect subjective : Rule I, part 2. *Made* depends on *force* : Rule II, part 1 ; though *conquest* relates to the asserter : Rule I, part 2. Each of the names in the second brace is in the direct objective case, depending on *made* : Rule VII, pt. 1. Both names in the third brace are in the direct objective case, depending on *taught* : Rule IX. *They*, (meaning Superstition and the tyrant,) is in the direct subjective case, from relation to each of the three asserters in the fourth brace. The names *gods* and *slaves* are each in the direct objective case, depending on *made*. *Of* shows the relation of the fact of *making gods*, to the *conquerors* or the persons of whom the gods are made : and the relation of the fact of *making slaves*, to the *subjects* (the persons,) of whom the slaves are made—the words *conquerors* and *subjects* being each in the objective case, direct, depending on *of* : Rule XIV, part 1.

## SECTION VIII.

Henry struck the door a heavy blow, which caused the door to fly open.

### EXPLANATIONS :

Henry struck  $\left\{ \begin{array}{c} \text{the door} \\ \text{a heavy blow,} \end{array} \right\}$  which caused the door to fly open.

Here, *struck*, is used in two different meanings. In reference to the meaning of the name *door* it is clearly transitive : for, in this connection, *struck* means *hit* : but *struck*, in another sense, might mean only *to motion*, or to move some instrument, or some member of the body ; yet the word *blow*, coming after *struck*, causes it to assume a transitive relation to the sentence. The word *door* is in the objective case, depending on *struck* : Rule VII, part 1 ; and the word *blow* is in the objective case, depending on

*struck*: Rule VIII—while both may be regarded as depending on *struck*; according to Rule IX. [See note † p 275]

The word *which*, is a substitute for the whole sentence before it, (*'I struck the door a heavy blow,'*) and in the direct subjective case, from relation to *caused*.

## SECTION IX.

1 I brought James Jackson some drink. 2 I sold George  
a house.

EXPLANATIONS :

1 I brought { James Jackson  
some drink.      2 I sold { George  
a house.

Here, (1) the names *James Jackson* and *drink*, are respectively in the objective case, direct, depending on the transitive asserter *brought*: Rule IX—and in the second example, the names *George* and *house*, in the objective case, direct, depend on *sold*: Rule IX.\*



## SECTION X.

1 James taught Helen Grammar. 2a Helen was taught Grammar. 2b Grammar was taught Helen.

EXPLANATIONS :



1 James taught { Helen  
Grammar.

*Subj.*

2a Helen  was taught  Grammar.

*Obj.*

Subj.

2b Grammar  was taught  Helen.

*Obj.*

Here, (1) it is seen that the two names in the brace are in the objective case, direct, from relation to the transitive asserter : Rule IX. (*See over*)

\* The learner must not imagine that it would be consistent with good taste to use, in the *receptive* sense, with one objective word, every transitive assenter, which admits two objectives, (on the principle recognized by Rule IX,) for we have some *transitive* assenters which do not allow being used receptively at all; as, *befall*, *resemble*, and *cost*. The last may be used transitively, according to Rule IX; (as, That act of imprudence cost  $\left\{ \begin{array}{l} \text{him} \\ \text{his life—} \end{array} \right\}$  but it can not properly be used in the receptive sense *at all*.

The old theorists assert, that "every *transitive* verb [asserter] may be used passively ;" [receptively.] Did they ever see these *three*.





Here, first, we have the three adnames belonging to the one name *night*, and showing that the darkness or night extends above, below, and around the object referred to.

Next, we have the substitute *his* depending on *tomb*: Rule III—and next the four adnames belonging to the name *tomb*: Rule XII, part 1.

### SECTION XIII.

1 James labors and studies diligently. 2 George writes remarkably fast and elegant.

#### EXPLANATIONS :

1 James { labors  
and  
studies } diligently. 2 George writes remarkably { fast  
and  
elegant\* }

Here, (1) the principal modifier *elegantly* qualifies the fact expressed by each of the asserters, taken with the subjective word *James*: Rule XIII, part 1.

Next, (2) the auxiliar modifier *remarkably* qualifies the meaning of each of the principals, (*fast* and *elegant*,) and through that, the fact mentioned: Rule XII, part 2.

### SECTION XIV.

\* \* \* \* \*

1 "For rocks, below, and tempests, sleep  
"Insidious, o'er the glassy deep;  
"Nor leave an hour secure."

2 To lift us from this abject, to sublime,  
This flux, to permanent; this dark, to day;

*b* ¶ The difference between an adname and a word in the simple possessive case, is this :

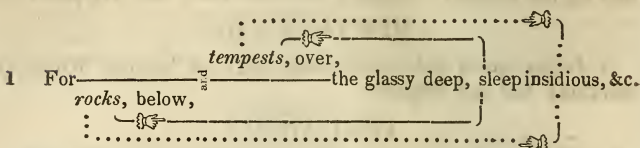
*c* An adname *never* denotes an object distinct and separate from the thing which the name represents; as, a *new* book. The name *book* denotes one object, but the adname *new* does not denote another; but merely shows a trait or quality of the thing which the name *book* represents. So, when I say, 'this book is mine,' the name *book* denotes one object, but the adname *this* does not denote another; but merely particularizes the thing which the name *book* represents: yet,

*d* ¶ The name or substitute in the simple possessive case, *always* denotes a person or thing *distinct* and *separate* from the one denoted by the name on which the possessive word depends; as, *John's* book—*his* book: Here the name *book* denotes one object of contemplation, and the word *John's* another, distinct or separate from that object. So is it with the word *his*—*his* book. The name *book* on which *his* depends, denotes one object of contemplation, and the possessive word *his*, another, entirely distinct and separate. [Let the learner study the foregoing note in all its parts, *very carefully*.]

\*A principal modifier derived from an adname, by adding *ly*, loses the *ly* when preceded by an auxiliar having *ly* as its last syllable; as, He writes *elegantly*—he writes remarkably *elegant*.

This foul, to pure; this turbid, to serene;\*  
 This mean, to mighty; [For this glorious end, †]  
 Th' Almighty, rising, his long Sabbath broke.—YOUNG.

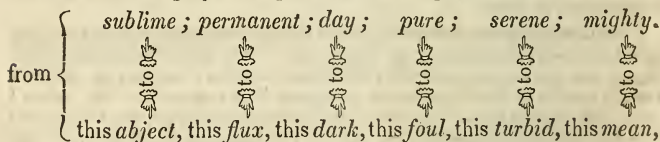
## EXPLANATIONS :



This is a condensed method of expressing that rocks sleep *below* the deep, (or surface of the deep,) and that tempests sleep *o'er*, (over or *above*) the deep, and that both are *insidious*, treacherous or deceitful. Let the middle horizontal line represent the *deep*: and the learner will see that the words are placed with respect to the line, so as to represent the relative places of the rocks and tempests themselves: the former being "*below*" the line, [as the *deep*,] and the latter "*o'er*" [or *above*] the line, as the representative of "*the deep*:" the upper and the lower line, with the curve and indexes, leading from the names *rocks* and *tempests*, to the asserter *sleeps*, to show *what* the rocks and tempests *do*—the word *insidious* points back to the words *rocks* and *tempests*, being a modifying adname, [adverbial adjective,] describing, like an adname, the *character* of the *rocks* and *tempests*, and, like a modifier, qualifying the fact of their *sleeping*.

The asserter *sleeps* depends alike on both of the names in *Italic*, (or each of them individually :) Rule II, part 1; and the modifying adname *insidious* depends on each of the names in *Italic*: Rule XII, part 1: while the name *deep* is in the objective case, from relation to each of the relatives *below* and *over*: Rule XIV, part 1.

## 2 The Almighty, rising, broke his long Sabbath to lift us



Here *from* shows the relation between the fact contemplated of the Almighty's *lifting* or raising us, and the several states or conditions indicated by the lower words in *Italic*; and each *to* in the brace shows the relation between the fact of the Almighty's *lifting us from the state indicated* by the word below *to*, and the state indicated by the word above *to*, the state to which the Almighty lifts or raises us. Each of the lower words in *Italic* is in the direct objective case, from relation to the one word *from*; and each of the upper words is in the direct objective case, from relation to its relative *to*.

\*The word *serene* is here used in the sense of *clear* or *transparent*, in contrast with *turbid*.

†The word *end*, meaning all the fact before mentioned, is in the objective case, depending on the relative *for*: Rule XIV, part 1. [See Rule IV, pt. 4]

## SECTION XV.

1 "He was aware that his own troops were fatigued, yet that the enemy would renew the contest. 2 He therefore issued orders for the reassembling of his force where the late battle had been fought, and where he believed the enemy would attack him."

EXPLANATIONS :

1 He was aware { that his own troops were fatigued,  
yet { that the enemy would renew the contest.


Here each of the two *that's*, (simple connectives,) joins the sentence following it to the sentence *he had heard*, on the left of the brace: while the simple connective *and* is used only to join to each other, the two sentences at the right of the brace; these two have a common relation to the simple sentence before the brace.

2 He therefore issued orders for the reassembling  
of his force { where the late battle had been fought,  
                  <sup>not</sup> where he believed the enemy would attack him.

Here each *where*, as a modifying connective, joins the sentence at the right of the brace, to the sentence which precedes the brace: while the simple connective *and* unites the two simple sentences after the brace, both these having the same relation to the sentence before the brace.

## SECTION XVI.

1 George purposes to attend school next summer.  *Where?*

2 He has determined not to enter college.  Why?


EXPLANATIONS :

1 Here it is seen that *where* refers to what is mentioned before it, and interrogates or questions in relation to *place*: Rule XVI.

2 Here the word *why* refers to what is expressed by the sentence before it to which it refers: Rule XVI.

## SECTION XVII.

1 William : has your father returned from the South ?  Yes.

2 Will he spend the winter at home, do you think?  No.

EXPLANATIONS :

1 Here *yes* gives an affirmative reply to the foregoing interrogation:  
Rule XVII.

2 Here *no* gives a negative answer to the question before it: Rule XVII.

## SECTION XVIII.



I viewed the change with sweet surprise,  
And O ! I panted for the skies ;



Thanked Heaven that e'er I drew my breath,  
And triumphed in the thoughts of death.—COTTON.

## EXPLANATIONS :

I viewed the change with sweet surprise ;

And O !  I  *panted* for the skies ;  
*thanked* Heaven that ever I drew my breath, and  
*triumphed* in the thoughts of death.

Here the exclamation refers to the whole sentiment expressed by the words following it : Rule XVIII ; while each of the three asserters in *Italic* depends on, and agrees with the direct subjective word *I*. The first *and* connects what follows *O*, with the sentence before it—[*I viewed, &c.*]

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



## MISCELLANEOUS EXERCISES

*In Transposition and Parsing, in which the learner is left chiefly to the guidance of his own mind.*

## EXAMPLE I.

“ ‘Tis education forms the common mind,  
Just as the twig is bent, the tree's inclined.”




## TRANPOSED.

It  is  education  forms the common  mind,  
The tree is inclined just as the twig is bent.

## EXAMPLE II.

“ He that is slow to anger, is better than the mighty ; and he that ruleth his spirit, than he that taketh a city.”

## TRANPOSED.

1 He that  is slow to anger, } : *better* { than the mighty ;  
and  
2 he that  ruleth his spirit, } : *is* { than he that  taketh a city

Here, (1) the whole phrase before the brace is the direct subjective of the second asserter *is* ; and the phrase (2) is the indirect subjective ; yet in parsing the individual words, the first *he* must be regarded as the direct subjective word of the second *is* ; and the first *that*, the direct subjective of the first *is* ; while the second *he* is the indirect subjective of the second *is* ; and the second *that*, the direct subjective of *ruleth*. The words *mighty* and

*he*, in the last brace, are indirect subjectives of the second *is*, and the word *that* in the last brace, the direct subjective of *taketh*.

## EXAMPLE III.

Eternal spirit, God of Truth,———

—————to whom

All things seem as they are, inspire my song ;

My eye unscale ; me, what is substance, teach,

And shadow, what ; while I, of things to come,\*

As past, rehearsing, sing the Course of Time,

The second birth, and final doom of man.

\* \* \* \* \*

Me, thought and phrase severely sifting out

The whole idea, grant, uttering as 'tis,

The essential truth—time gone, the righteous saved,

The wicked lost, and Providence approved.—POLLOCK.

## TRANSPosed.

Eternal Spirit,	{ inspire my song,				
God of truth ;	{ unscale my eye,	{ what	} is {	substance,	
	{ teach me	{ <sup>and</sup> what		shadow ;	
while I, rehearsing					
of things {	{ to come,	}	sing the Course of Time,	{ the second birth	} of man.
	{ <sup>&amp;</sup> past,				
Grant me {	{ thought	}	severely sifting out the whole idea,		
	{ <sup>and</sup> phrase				
Uttering, as it is, the essential truth,		{	time gone,		
		{	the righteous saved,		
		{	the wicked lost, and		
		{	Providence approved.		

## EXAMPLE IV.

———Death's joy, supreme,

To bid the wretch survive the fortunate ;

The feeble wrap the athletic in his shroud ;

And weeping fathers build their children's tombs,

Me, thine, Narcissa.—YOUNG.

## TRANSPosed.

Death's joy, supreme, (or supreme joy,) is†

to bid {	{	the <i>wretch</i>	survive the FORTUNATE ;
		the <i>feeble</i>	wrap the ATHLETIC in his shroud ; and
		weeping <i>fathers</i>	build { their children's TOMBS ;
		..... <i>me</i>	..... THINE—Narcissa.

\* To come, meaning *future*, merely. † See II, of remarks on parsing, p 225.



## TRANPOSED.

Descending from the skies to wretched man,

The goddess,  $\left\{ \begin{array}{l} \text{in her left,} \\ \text{.....} \\ \text{in her right,} \end{array} \right\}$  holds out  $\left\{ \begin{array}{l} \text{this world,} \\ \text{the next.} \end{array} \right\}$

The words *left* and *right* are adname substitutes; (each being substituted for the name *hand*)—meaning *left hand*—*right hand*. *Next*, is also an adname substitute.

## EXAMPLE IX.

“The rogue and fool, by fits, is fair and wise;  
And e’en the best, by turns, what they despise.”

## TRANPOSED.

The  $\left\{ \begin{array}{l} \text{rogue} \\ \text{fool,} \end{array} \right\}$  by fits,  $\left\{ \begin{array}{l} \text{are} \\ \text{wise; and} \end{array} \right\}$   $\left\{ \begin{array}{l} \text{fair,} \\ \text{what they despise.} \end{array} \right\}$   
Even the best, by turns,

## EXAMPLE X.

—There see the buskined chief,  
Unshod, behind this momentary scene,  
Reduced to his own stature, low, or high,  
As vice or virtue sinks him, or sublimes.—YOUNG.

## TRANPOSED.

There see the buskined chief, &c. reduced to his own

stature  $\left\{ \begin{array}{l} \text{high,} \\ \text{low,} \end{array} \right\}$  as  $\left\{ \begin{array}{l} \text{virtue} \\ \text{vice} \end{array} \right\}$   $\left\{ \begin{array}{l} \text{sublimes} \\ \text{sinks} \end{array} \right\}$  him.

## EXAMPLE XI.

What conscience dictates to be done,  
Or warns me not to do,  
This, teach me more than Hell to shun,  
That, more than Heaven [*to\**] pursue.

## TRANPOSED.

1 What conscience  $\left\{ \begin{array}{l} \text{dictates to be done,} \\ \text{warns me not to do,} \end{array} \right\}$  2 Teach me  $\left\{ \begin{array}{l} \text{to pursue that more than} \\ \text{Heaven.} \\ \text{to shun this more than Hell.} \end{array} \right\}$

Here the word *what* is an indefinite substitute, and being read with *conscience*, and the words in the upper part of the first brace, is in the objective case, from relation to *dictates*, and in the subjective, from relation to *to be done*—yet,

Taken with the name *conscience*, and the words in the lower part of the

\*See II, of Remarks on Parsing, p 225.



first brace, it is, (still an indefinite substitute,) in the objective case from relation to *to do*.

*Teach* is in the commanding mode absolute. *Me* and each phrase in the second brace, are in the objective case, direct, from relation to *teach*: Rule IX.

*Me*, parsed separately, is in the objective case after *teach*: and the subjective before *to shun* and *to pursue*.

*To shun*, parsed individually, depends on *me* and *teach*; and *to pursue* depends on *me* and *teach*. [See *ff* and *gg*, p 109.]

*This*, means what is expressed by the words in the lower part of the first brace, and before the brace, (*What conscience warns me not to do*;) according to Rule IV, part 4; and is in the objective case, from relation to *to shun*. *Hell*, is joined by *more than* to *this*, and is in the same case.

*That*, is parsed, in relation to the words in the upper part of the brace, and before the brace, and in relation to *to pursue*, in the same general manner as the word *this*: and *Heaven* is parsed in relation to *to pursue*, like *Hell* in relation to *to shun*.

#### EXAMPLE XII.

I ate the orange which Henry brought from Utica.

My father gave  *it* to me.

Here the word *it* is a substitute for all the words in the brace, and represents the fruit which is particularly described by all the words in the brace.

#### EXAMPLE XIII.

George sold all his }  
goods at a fair price, } *which* enabled him to pay all his debts.

Here the word *which*, is a substitute for the words in both lines of the brace, and a representative of the whole fact described; for it was this whole fact which enabled George to pay his debts.

#### EXAMPLE XIV.

He that  *the same* :  
 { entereth not by the door of the sheep-fold, }  
   <sub>in</sub> { climbeth up [climbeth in] some other way, }  
 is a thief and a robber.

Here the adname substitute, *the same*, is the direct subjective word of *is*, and the whole phrase before the last brace is the indirect subjective: while in parsing the individual words, *he*, as limited in sense by *that*, and all the words between the braces, is the indirect subjective, explaining what is meant by *the same*; and the connective substitute *that* is the direct subjective of *entereth* and *climbeth*. [The word *up* is wrongly used; for if a person *climbs*, he climbs *up*! or ascends; of course; as we do not *climb down*.]

EXAMPLE XV.

The man  $\left\{ \begin{array}{l} \text{whom I saw in the city, yesterday,} \\ \text{whom George met this morning,} \end{array} \right\}$  *him*, my father has known for years.

Here the word *him* is the direct objective of *has known*, and the whole phrase before the last brace, (as also the name *man*, as limited by the other words,) is the indirect objective word, being used to show whom the word *him* means.

EXAMPLE XVI.

"Some angel guide my pencil while I draw  
What nothing else than angel can exceed,  
A man on earth, devoted to the skies,  
Like ships at sea, while in, above the world."

TRANSPPOSED.

Some angel guide my pencil while I draw

What nothing { else than } *an* angel can exceed,  
but

A man { 1 on earth, devoted to the skies,  
2 while { above,  
in, . . . } the world ; like ships at sea.

But is a better English relative than *else than*. *While*, a modifying connective, joins the word *in* as taken with '*the world*,' to the word *above*, as taken with '*the world*,' just as much as though the words *the world* were twice used. The modifying influence of *while* is derived from its reference to *in*, as taken with '*the world*,' and exerts its influence, thus derived, on the meaning of the word *above*, as taken with '*the world*;' showing that what I draw, the man, as characterized, is *above the world*, at the same time that he is *in the world*.

EXAMPLE XVII.

“He that holds fast the golden mean,\*  
And lives contentedly between  
The little and the great,  
Feels not the wants that pinch the poor,  
Nor plagues that haunt the rich man's door,  
Imbit'ring all his state.”

TRANSPPOSED.

He { that { <sup>poor</sup> HOLDS fast the golden mean, { between { <sup>poor</sup> the little {  
 { LIVES contentedly..... { { the great { feels  
 { not the { <sup>to</sup> wants that { pinch the poor,  
 { plagues that { haunt the rich man's door, embitter-  
 ing all his ~~state~~.

\*The middle state or condition of life.

## EXAMPLE XVIII.

Father of light : to thee I call :  
 My soul is dark within :  
 Thou, who dost mark the sparrow's fall,  
 Avert the death of sin.  
 Thou, who dost guide each wandering star,  
 Who calm'st the elemental war,  
 Whose mantle is yon boundless sky ;  
 My thoughts, my words, my crimes, forgive ;  
 And since I now must cease to live,  
 O teach me how to die.—BYRON.

## TRANSPosed.

Father of light : I call to thee :  
 My soul is dark within :

..... [of sin.  
 Thou, { \*WHO DOST MARK the sparrow's fall, } *avert* the death  
 .....  
 Thou, { \*who dost guide each wandering star, } : { my thoughts,  
 { \*who calmst the elemental war, } *forgive* { my words,  
 { whose mantle is yon boundless sky ; } : { my crimes ; live  
 O *teach* me how to die.  
since I now must cease to

## CLOSING REMARKS

## ON CORRECTION, TRANSPOSITION, PARSING, &amp;c.

417 If there *are not words enough* in any sentence to make the sense complete, supply the words which other parts of the discourse may show really belong in the sentence ; that is, *correct the sentence*, by supplying the *real defects* ; as,

“ When Adam thus to Eve ——” This would be nonsense, for there is nothing to show whether Adam *went* thus to *Eve*—or *spoke* thus to *Eve*. We have to read *other* sentences to learn what *this* phrase means. Then supply what is necessary to complete the sentence, and *parse*, as a *part of the sentence*, what you put in ; as, “ When Adam *said* thus to Eve,” &c.—This makes complete, what was before defective.

418 If there *are too many words* in the sentence, reject the superfluous ones ; as,

What went ye out *for* to see ? I went home *in order* to see John.—Here it is seen that *for*, and *in order*, are superfluous words, words which

\* The place of *who*, as here used, and its relation to the asserter following it, illustrate a principle in the construction of sentences : that the connective substitute, in the simple subjective case, direct, is always the subjective of the next following asserter, when no other subjective comes between this substitute and the asserter.

add nothing to the sense or elegance of their respective sentences. These words, therefore, should not be parsed, but expunged—thrown out, and the rest of the respective sentences be parsed.

419 If there are *wrong words* in the sentence, and the other parts of the sentence show what is meant, reject the wrong words and supply their places with right ones ; as,

“ *Whether* of the twain did the will of his father ?” “ Our Father, *which* art in Heaven.” He went *up into* a mountain. Corrected—*Which* of the *two* did, &c. Our Father *who* art in Heaven. He went *upon* a mountain.

420 If there are not as *many words as the idiom of the language*, (*good and established usage*,) requires, (though enough to express all the ideas intended,) put in words enough to complete the sentence as a perfect English sentence ; and parse what you put in ; as,

James was seen — go home. Helen was heard — express her preference of the society of persons older than herself, from whose conversation she could derive advantage. Here, though in each sentence there are words enough to express the ideas intended, there are not enough to render the sentence elegant, and make it agree with the English *idiom*, or *good usage*. Then supply what words are necessary to perfect the sentences. ‘ James was seen to go home.’ ‘ Helen was heard to express her preference,’ &c. This makes the sentences complete—makes them stand as they should stand—as they should be parsed.

421 In transposing, find first the leading or important asserter and the subjective word on which the asserter depends, if the asserter is not in the commanding mode absolute.

422 Parse the subjective word and the asserter according to what they *are*, and their relation to each other ; and the other words according to what *they are*, and their relation to each other, and to the subjective word and leading asserter.

423 When an asserter in the indefinite tense of the dependent mode, second division, is used, with any of the variations of *am* or *be*, to express only one fact or event, let the two parts be parsed as one asserter ; as,

James *was* always *trying* some new scheme.

424 When, however, the asserter, in this mode and tense, is used for the purpose of qualification or explanation, and joined, with its attendant words, to the sentence before expressed, it is to be parsed as a separate asserter ; as,

James *was* never idle ; always *trying* some new scheme.

425 ¶ Be sure to learn the meaning of every word in a sentence before you begin to parse the individual words composing the sentence.



426 ¶ Be sure to see the extent of the relations which any word sustains to the other words of the sentence, before you begin to parse the word.

427 Remember that a name or a substitute frequently sustains several relations to the other words of a sentence ; the same word being sometimes found in the subjective case, after being found in the objective ; and sometimes found in the objective case, after being found in the subjective ; as,

1 The traveller spoke of a *castle* in the midst of the forest, and on a hill, *inhabited* by only one man, a hermit, and the last of his family. 2 More *fruit was left* at my house than I can use this winter.\*

428 Remember that when several asserters are joined by connectives and refer, by that connection, to the same name or substitute, the name or substitute is not to be parsed in the two-fold case, [see 1, Section II, p 292,] but that

429 When one of two asserters, depending on the subjective word, is in the dependent mode, and the other in one of the other modes, the subjective word is said to be in the two-fold case : [see the name *goddess*, Example VIII, p 308.]

430 Remember that a modifier expressing merely a circumstance in reference to the person or thing mentioned, may be so used as to qualify the sense expressed by only a name or substitute.

I was an early advocate of libraries. Their **ESTABLISHMENT** generally I thought would prove a great benefit to the people. I was anxious that John should return. **HE**, *here*, would be a great comfort to his parents ; though *there*, **HE** would be only a source of uneasiness.

431 Remember that any word used as a *word*, merely, or only to represent the combination of letters or combinations of sounds, is a particular name ; as,

A book. *A* is an adname, belonging to the name *book*. Here the word *A* is used as a *particular name* to distinguish this word from all other words.

432 ¶ Remember, as the particular office of each of the ten parts of speech is clearly defined, and as a word usually belonging to one part of speech, sometimes takes the place of another part of speech, you are to parse it as it is, according to its office, (if rightly used,) in the place in which it is found †

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\*Here (1) the name *castle* is first found in the objective case, from relation to *of*: Rule XIV, part 1—and then in the subjective from relation to the asserter *inhabited*: Rule I, part 1—(making the two-fold case.)

Next (2) the name *fruit* is first found in the subjective case from relation to *was left*: Rule I, part 1—and then in the objective case from relation to *can use*: Rule VII, part 1.

†To a person sitting beside me, and engaged in debate with me, I may

## REMARKS, DIRECTIONS, &amp;c.

a ¶ While, as *author*, the writer of this work claims, as a principle included in his *copy-right*, the invention of *diagrams* to indicate the various relations of words and ideas to each other, he recommends to the *teacher* of Grammar to arrange in diagrams, on the *black-board*, (in the manner of the diagrams in this book,) all the more complex sentences which may occur in his parsing and reading lessons.

b ¶ The pupil should be early taught to construct diagrams, and explain the bearings and relations of words in sentences.

c ¶ The learner should make himself familiar with every thing found in Etymology, and the preceding part of Syntax : he will then find little difficulty in parsing the words of any correct sentence which may be given him.

d ¶ When the learner has become familiar with the preceding part of the Grammar, he should remember, that although the more difficult part of his task, (as a student of Grammar,) is accomplished, yet that all this will avail him but little, unless he proceeds to familiarize himself with what follows : ¶ for it is *chiefly to prepare him for what is to come*, that the *preceding part is given*.

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## SYNTHETICAL PRINCIPLES AND RULES,

*Used as guides in Composition.\**

433 I. ¶ MARK well and distinctly the ideas which you would express.

II. ¶ Mark the relation which you wish to represent as existing between the ideas, when taken in connection.

III. ¶ Choose, with care, such words to express your ideas as will express those, and no others ; their relation to, dependence on, and connection with, each other : and then

IV. ¶ Arrange and combine the words in such a manner as will express the ideas in all their relations, connections, and dependencies, without doing violence to the *individual meaning* of the words.

V. ¶ Be sure to arrange the words so as to express the ideas to be conveyed in the strongest manner possible.

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say, '*Come, come* ; you are only jesting. You are too well informed not to know better than that.' Here the words *come—come*, are mere exclamations, though they are generally employed as asserters. See '*Accommodatives*,' 357, p 215.

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\* Let the learner turn, at once, to the *Seven General Principles*, as given in the fore part of the book. See numbers from 12 to 27, inclusive, p 16.

## NAMES—NOUNS.

## I. Primary Distinctions.

GENERAL, PARTICULAR, COLLECTIVE, AND ASSERTIVE.

434 RULE I. When a general name is used to characterize or describe a particular person or thing, the name must be written without a capital letter, the same as though used for ordinary purposes ; as,

John is the *staff* of his aged parents.\* Cincinnati is the *queen* of the West.†

435 RULE II. When a particular name is used as a general name, to describe or particularize some person or thing, it should be written with a capital letter, the same as though used as a particular name ; as,

Clay was the *Cicero* of the Senate. Bonaparte was regarded as the *Cæsar* of his age. The packet *John Adams* will sail in a few days.

436 RULE III. Use a collective name to represent the individual members composing the collection whenever the collective name can clearly represent the ideas intended ; as,

The council could not agree among themselves as to what means should be adopted. The assembly were undetermined how to act. The family were all sick.*a*

*a* Such expressions are better than, The *members* of the council could not agree, &c. The *members* of the assembly were, &c. The *members* of the family were all sick. By our introducing the *general* name, (as *members*, and the like,) and the words *of the*, the expression becomes weakened.

437 RULE IV. A collective name used to represent the *individuals* comprising the collection, not the *mere collection*, as a *whole*, requires the plural form of the substitute and the asserter referring to it ; as,

The *family* were all well when I visited *them*. The *cabinet* were early apprized of the intentions of the President, who had sent *them* a message desiring *their* attendance at an early hour. The *banditti*, overpowered by numbers, were induced, by the hope of pardon, to surrender *themselves*.*a*

*a* The bearing of this rule does not affect asserters in the commanding, or the dependent mode.‡

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\*When a general name is used by personification as a particular name, it should begin with a capital letter, like any other particular name ; as, 'Fair *Hope* who points to future bliss.' [See *Rhetoric* for particulars on this subject.]

†The term *West* is here used, like any particular name, to distinguish a particular district or section. This term, therefore, should be written with a capital letter, in the same manner as the particular names of rivers ; as, the *Hudson*, the *Thames*.

‡ When the singular or plural form of the asserter is mentioned, it means

438 RULE V. A collective name used to represent the *individuals* comprising the collection, not the *entire mass* or collection, as a *whole*, requires *who*, rather than *which*, as its connective substitute, if persons or superior beings are meant; as,

The *family whom* I visited *were* just *recovering* from protracted illness.

439 RULE VI. A collective name used to represent the entire mass or collection as *one*, not as individually considered, requires the singular form of the substitute and assertor referring to it; as,

The entire regiment *was taken*. Its commandant had already surrendered himself. The whole *family was destroyed* by the plague. The congregation *was dismissed*. The mob *was dispersed*.

440 RULE VII. A collective name used to represent the mass or collection as *one*, requires *which* rather than *who* as its connective substitute; as,

It was the tenth *regiment which* was taken. The mob *which* had been dispersed, reassembled. I visited the house of the *family which* had been destroyed by the plague.

441 RULE VIII. Use an assertive name in expressing any fact to be mentioned, rather than a name more abstract in its character; as,

John's *selling* his farm, was his first step towards ruin. By *withdrawing* ourselves from society, we may avoid some of the evils, but shall lose much of the happiness, of life. We injure ourselves and others by *contracting* debts which we have not the means to pay.<sup>a</sup>

<sup>a</sup> Such expressions are more direct, are stronger and more elegant, than to say, 'John's *sale of* his farm,' &c. 'By the *withdrawal* of ourselves,' &c. 'We injure ourselves and others by the *contraction* of debts,' &c.

442 RULE IX. An assertive name, derived from a transitive asserter, and ending in *ing*, must have some specifying adname (not numeral,) before it, if it has the relative *of* immediately after it; as,

The *opening* of the new road was postponed. The *reading* of the Bible should yield instruction to all. Any *withdrawing* of one's self from society is an infringement of the social compact: and,

443 RULE X. If the assertive name, thus derived, and ending thus, has *the*, or any indefinite specifying adname

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only *one* of these two distinctions, as contrasted with the other. The *common* form of the asserter may be used with a singular or plural subjective word: See 207, p 125.



before it, the relative *of* should occur between the name and the following objective word ; as,

The *reproving* of the delinquent in public, was delayed. Some *organizing* of the band had become necessary. All *training* of the militia was suspended : but,

444 RULE XI. If the assertive name, thus derived, and ending thus, has, before it, and depending on it, a word in the possessive form and case, the relative should be omitted ; as,

George's *reading* the debates, bewildered, but did not instruct him. Helen's *visiting* her parents, relieved them of their distress. My *reading* the daily news, had become a habit.

445 RULE XII. An assertive name, ending in *ing*, and accompanied by other words, (the combination being in the independent case,) should precede the sentence that the phrase is used to explain or refer to ; as,

Generally *speaking*, there is more intelligence than virtue among mankind. *Speaking* personally of the matter, I believe James and Henry were the ones chiefly *to blame* :\* yet,

446 RULE XIII. An assertive name, formed by the union of the word *to* with the primary form of the asserter, or the word *be*, (as, *to love*, *to live*, *to be*, &c.) may be used with its attendant words before, or after, or amidst the sentence that it is used to explain or refer to ; as,

*To confess* the truth, I was in fault. *To be* plain with you, I do think you were unfair in your dealings. I was ill prepared, (so *to speak*,) to meet so strong an opposition.

## II. Distinctions with respect to Sex.

447 RULE XIV. A masculine name, used to represent a male creature, and not associated with a name of a different class, may be followed and represented only by a masculine or a common substitute ; as,

The *boy* lost *his* book. *James* and *Henry* took *their* umbrella and left.

448 RULE XV. A masculine name, associated with a feminine or a common name, may be followed and represented by a common substitute, denoting persons, or a neuter substitute, denoting inferior animals ; as,

Every *father* and *mother* should superintend, carefully, the education of

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\**To blame* is here parsed as a mere adname, like *blamable*.

*their* children. A *brother* or a *sister* should not forget *their* respective obligations. Every man having an *ox* or an *ass*, killed *it*, to prevent *its* being seized by the garrison.\*

449 RULE XVI. A feminine name, used to represent a female creature, and not associated with a name of a different class, may be followed and represented only by a feminine, or a common substitute; as,

*Helen* selected, for *herself*, a book; and for *her* friend, a needle case.—*Mothers* should instruct *their* children in the relations and duties of life.

450 RULE XVII. A feminine name, associated with a masculine, or a common name, may be followed and represented by a common substitute, denoting persons, and by a neuter substitute, denoting inferior animals; as,

Every *male*, and every *female*, was required to take home *their* books for evening lessons.\* “The *ox* or the *sheep*, had *it* been killed, would have been saved from seizure, for the use of the family.”

451 RULE XVIII. A common name, denoting persons, or superior beings, may be followed and represented by a masculine, a feminine, or a common substitute, according to the nature of the person or thing to be represented; as,

*My friends* commenced *their* journey early in the morning. The *teacher* was returning from school when I met *him*. *My youngest child* will spend a few days at *her* uncle's: but,

452 RULE XIX. If a common name is used to represent an infant, or beings inferior to man, it should be represented by a common or a neuter substitute; as,

The infant was well when I saw *it*. The cruel boy fired at the *bird*, and killed *it*. I saw the *horse* where *it* had fallen from the bridge.

453 RULE XX. A masculine, feminine, or common name, (singular or plural,) may be used in the subjective case, indirect, in relation to an asserter which has the neuter substitute *it*, as its direct subjective word; as,

*It* was *John* that I met. *It* is *Hannah* whom I wish to see. *It* was *Seth* and *Mary* that I invited. *It* was my former *friends* that deserted me.—[So, also, *It* was the *orange* that Jane bought.]

454 RULE XXI. A neuter name, used to represent a neutral thing, should be followed and represented only by a neuter, or a common substitute; as,

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\*See notes \*a, b, c, (more especially c,) p 79. Also, notes ‡, p 51—\*, p 52, and †A and B, p 52.

I bought an *orange* and gave it to Gustavus. He had some *apples*, but he gave *them* to me.

*Names of Genuses,\* or Classes of Animals.†*

455 A name, representing a whole genus, race, or class of animals, and including both sexes, may have the masculine, feminine, or neuter substitute, according to the following rules.

456 RULE XXII. The names *man*, *elephant*, *horse*, *dog*, and the larger, and more cunning, and terrible of animals, either beasts, birds, reptiles, or fishes, have the masculine substitute; as,

‘*Man’s* days are a hand’s breadth, and *his* age is as nothing before thee.’ ‘Thou hast made *man* a little lower than the angels. Thou hast crowned *him* with honor and glory.’ The *elephant* is terrible in *his* anger. ‘Hast thou given strength to the *horse*? Hast thou clothed *his* neck with thunder?’ The *dog* prefers the company of *his* master to that of *his* own species.<sup>a</sup>

<sup>a</sup> The following list comprises most of the additional animals mentioned and represented according to this rule:

The {	Lion	Bear	Fox	Eagle	Hawk	Whale
	Tiger	Wolf	Ass	Vulture	Owl	Shark
	Leopard	Panther	Hog	Crane	Peacock	Alligator or

Crocodile, and the various reptiles of the serpent kind.

457 RULE XXIII. Names of the larger, and the milder kinds of animals, not mentioned above, have the feminine substitute; as,

The *sheep* gives *her* own garment to reward *her* benefactor. The *dove* proves *herself* the fit emblem of peace.<sup>a</sup>

<sup>a</sup> The following list comprises most of the additional animals that are mentioned and represented according to this Rule.

The {	Cat	Goose	Swan	Linnet
	Hare	Robin	Swallow	Cuckoo.

458 RULE XXIV. General classes of animals, not mentioned, referred to by Rules XXII and III, are represented, (after being named,) by the neuter substitute *it*, when the race or whole class, (male and female,) is meant; as,

The *turtle* is an amphibious animal. *It* lays *its* eggs in the sand, and leaves them to be hatched by the heat of the sun. The *squirrel* is a nimble little creature. *It* lays up *its* stores in fall, for winter.

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\* The author prefers the *English* plural of this word, to the *Latin* plural.

† The names mentioned under this head are, by some, called *epicene* names or nouns, [from the Greek *epikoinos*, meaning common to both sexes.] The author, unwilling to employ, unnecessarily, words not in common use, has chosen the course here pursued.

459 Corresponding Names.

Creator	creature	Mother	{ son	School teacher	} scholar† pupil.
Ruler	{ people	Teacher	{ daughter	School master	
Sovereign*	{ citizens	Tutor	{	School mistress	
Parent	subject†	Tutress	{ pupil†	Preceptor	
Father	child	Instructor	{	Preceptress	
	{ son	Instructress	{		
	daughter				
Man	{ boy	Woman	{ boy	Master	} servant Guardian } ward.
	girl		girl	Mistress	

Superscription of Letters to Married Ladies. §

460 RULE XXV. In superscribing, to a married lady, a letter concerning the ordinary affairs of life, write, (with the feminine prefix,) her husband's christian name, rather than her own; as,

*Mrs. George Washington, Mount Vernon, Virginia*—yet,

\* Sovereigns are sometimes called monarchs, kings or queens, emperors or empresses: the word *subject* is the corresponding term of each of these.

† *Subject* is a term used in reference to a person under a monarchical government, and *citizen* in reference to an inhabitant of the United States.

‡ Any one that learns, from another's instruction, is a pupil; but the one taught at school, only, is a *scholar*, in this corresponding sense. [Any one, *book-wise*, may be termed a *scholar*.] Teachers are often heard to speak of *their children*! as though the *teachers* were severally the *parents* of their *entire schools*!

|| By speaking of my *boy* or *girl*, I do not represent the person mentioned as my *child*—my *son*, or *daughter*. I may mean only a young person under my charge: but when I speak of my *child*, or my *son*, or *daughter*, I represent myself as the parent of the one mentioned. *Child*, *son*, and *daughter* are sometimes used merely as terms of fondness or tenderness, in speaking to a young person.

§ The *superscription* of a letter is the *name* of the person to whom the letter is to be sent, or the name of the person and the place of his residence, or where he lodges, written on the outside of the letter.

¶a This departure from the ordinary use of names has its origin in the fact, that by marriage, a woman's surname is exchanged for that of her husband.

b The great advantage of this mode of superscribing letters, is seen in the fact, that, as the christian names of men, from their business transactions, are more extensively known than the christian names of their wives; letters intended for the wives are less liable to be miscarried when superscribed with the *husband's* christian names, than they would be if superscribed with the christian names of the *wives*.

c Besides, as no two living children of the same parents have the same christian names, and as two brothers of the same family may marry women of different surnames, but of the same christian names, two sisters-in-law



461 RULE XXVI. If the letter relates to the business or profession of the lady, as *authoress*, or *editress*, as an act of courtesy and propriety, you should write her own christian name; as,

Mrs. Lydia H. Sigourney, Hartford, Conn. Mrs. Sarah Jane Hale, Boston, Mass.—also;

462 RULE XXVII. In superscribing a letter to a widow, use, (with the matron prefix, *Mrs.*) her own christian name, rather than that of her late husband; as,

After the death of George Washington, a letter to his widow would have been superscribed, *Mrs. Martha* Washington, Mount Vernon, Virginia.\*

✍ For further particulars, see “Inscription, Subscription, and Superscription,” under “IV, Distinctions with respect to Number,” hereafter given.

### III. *Distinctions of Person.*†

463 RULE XXVIII. A name or substitute may be used to show who or what is meant by a simple substitute of the first, second, or third person; as,

“*I, the Lord thy God, am with thee. I am the Lord thy God.*” “*I am he whom ye seek.*” *I, your brother, advise you to attend school. Thou art my friend. Ye are brethren.*

464 RULE XXIX. In addressing, by name, a person or thing, and affirming something, or asking a question concerning the one addressed, we must use a substitute for the name: [the name being in the independent case;] as,

*Plato: thou* reasonest well. *James: why did you* go home so early last night?

465 RULE XXX. A name of the third person may be

may have the same name throughout. Thus, *George* Clinton may have married *Matilda* Davis, and *James* Clinton, the brother of *George*, may have married *Matilda* Andrews. Then there would be two *Mrs. Matilda* Clintons: yet but one *Mrs. George* Clinton, and one *Mrs. James* Clinton.

*d* There are contingencies in which it is necessary, for distinction's sake, to add to the name of the husband the term indicating his business or profession; as, *Mrs. Rev. James R. Boyd*.

\* For a time after the death of the husband, it might be well in some instances to indicate more particularly the lady to whom the letter is to be sent, by adding *widow* or *relict*, and the name of the late husband; as, *Mrs. Jane E. Henderson, Widow of the late George Henderson*, Geneva, N. Y.

† A name is never of the first person, though it is often associated with a substitute which is.

used exclamatorily or interrogatively, in the independent case, and be followed by a substitute meaning the same person or thing; as,

Why *George*! I thought *you* were at school. *James*: I saw Henry Williams this morning. “*Henry Williams*? why I thought *he* was in Europe.” “Our *fathers*—where are *they*?”

466 RULE XXXI. When a phrase or sentence, of considerable length, comes between a subjective word and its dependent asserter, or between an objective word and the asserter or relative on which it depends, the word should be repeated, or its substitute used; as,

The *man* whose lofty spirit and pure christian principles are a full restraint from meanness of purpose or action, that *man* can be trusted with safety. The *LADY* whom I saw this morning, and to whom you sent the card of invitation last evening, *SHE* is Jane’s instructress.*a*

*a* This repetition, or the use of the substitute, is necessary for the force or emphasis of the expression. The mind becomes diverted from the leading or important word, by the great number of words, used in particularizing the person or thing mentioned; and the repetition of the name, or the use of the substitute, is necessary, to call back the mind of the hearer or reader to the important word. [See Example XIV, p 310; and Example XV, p 311.]

467 RULE XXXII. A name, either of the second or third person, should never be followed by a substitute meaning the same person or thing, and having the same relation to the same sentence, except as mentioned in Rule XXXI; as,

*James, he* went home last night. *Helen, she* attends school this winter. *Harriet*; do *you* come here. *John*: go *thou* home. Oh God; make *thou* me a clean heart; and renew *thou* a right spirit within me. O Lord; heal *thou* me. ¶ Omit the substitutes in the foregoing, and all similar sentences.*a*

*a* The language should be, ‘James went home.’ ‘Helen attends school,’ &c. ‘Harriet; come here’—(or pathetically,) ‘Harriet; *do* come here.’ ‘John; go home.’ ‘O God; make me a clean heart, and renew a right spirit within me.’ ‘O Lord; heal me.’

#### IV. Distinctions with respect to Number.

[☞] Regular names, and Irregular names of certain classes, are treated of in Etymology. See pp 56–7–8.]

468 For the plural of names ending in  $\left\{ \begin{array}{l} f, \text{ or } fe\text{—see 117, p 58.} \\ lf\text{—see 118, p 58.} \\ sis, cis, \text{ or the syllable } is, \text{ preceded by the sound of } s\text{—see 119, p 58.} \end{array} \right.$

## 469 TABLE OF THE IRREGULAR NAMES,

(Not before described.†)

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Arcanum <i>a</i>	arcana	Goose	geese
Apex	{ apexes apices	Ignisfatuus	{ ignisfatuuses ignisfatui
Automaton	{ automatons automata	Index [ <del>es</del> ]	indexes
Bandit	{ bandits <i>b</i> banditti <i>b</i>	Index [in Mathe- matics]	indices
Batteau	{ batteaus batteaux	Lamina	{ laminas laminæ
Beau	{ beaus beaux	Louse	lice
Beef	beeves <i>c</i>	Man	men
Brother [a mem- ber of a religious society]	brethren	Wo-man	wo-men
Brother [a mem- ber of any other society, or of a family of chil- dren]	brothers	Freeman <i>e</i>	freemen <i>e</i>
Cantharis	{ cantharides	Memorandum	{ memorandums memoranda
Cantharidis		Mouse	mice
Child	children	Mr. [Mister] <i>f</i>	Messrs.   Misters   Messieurs
Cherub	{ cherubs cherubim	Ox	oxen
Criterion	{ criterions criteria	Phenomenon	{ phenomenon phenomena
Datum	data	Radius	{ radiuses radii
Desideratum	{ desideratums desiderata	Stamen	{ stamens stamina
Effluvium	<hr/>		
Effluvia <i>d</i>		Stamina [solidity of character] <i>al-</i> <i>ways singular.</i>	
Encomium	{ encomiums encomia	Seraph	{ seraphs seraphim <i>g</i>
Erratum	{ erratums errata	Stimulus	{ stimuluses stimuli
Focus	{ focuses foci	Stratum	{ stratums strata
Foot	feet	Tooth	teeth
Genus	{ genuses genera	Vertex	{ vertexes vertices
Genius [an imagi- nary spirit]	genii	Vortex	{ vortexes vortices
Genius [a person of acute and peculiar mind,]	geniuses	Vertebre	{ vertebrae vertebras
		Vertebra	
		Vertebral	
		Virtuoso	{ virtuosos <i>h</i> virtuosi <i>h</i>

† Where two plurals are given, the first is deemed preferable, because *plainer* to the common people, or to the mind of the mere English scholar.


*a* Arcanum—the singular is now obsolete; the plural, *arcana*, only, being used.—[For Notes *b, c, d, e, f, g, h*, see the next page.]

## DEFECTIVE NAMES.

470 FIRST CLASS—those which are used only in the singular form and singular sense, in ordinary representation of things :

*The names of different kinds*

- I. *Of Metals* ; as, Gold, silver, copper, zinc, iron, lead, &c.
- II. *Of Drugs* ; as, Opium, arsenic, sulphur, magnesia, &c.
- III. *Of Spirits*, (distilled) ; as, Alcohol, rum, gin, brandy, &c.
- IV. *Of Wines* ; as, Champagne, Madeira, Oporto, (port,) &c.
- V. *Of Spices* ; as, Pepper, ginger, cinnamon, &c. [except *nutmeg*, which has the regular plural, (nutmegs,) and *cloves*, which is always plural]—yet,

471  These names, when used, respectively, to represent different divisions or sorts of the same individual kinds, are frequently pluralized ; as, The different leads, irons, opiums, sugars, brandies, &c. [The foregoing must be regarded only as general hints or remarks, to which there are exceptions.]

472 Names denoting particular states, or qualities, *not* actions, and ending in

- I. *ion* ; as, Civilization, dejection, fruition, nutrition, &c.
- II. *ance* ; as, elegance, abundance, endurance, indignance, &c.
- III. *ence* ; as, abstinence, continence, despondence, obedience, &c.

[Notes *b, c, d, e, f, g, h*, brought from the preceding page.]

*b* *Bandit*, the singular, is pluralized *bandits* when meaning several of the persons, separately or singly considered ; as, Several of the *bandits* were arrested—but *banditti*, when meaning the company collectively considered ; as, The *banditti* was composed of outlaws from various nations. *They* were rendered desperate by despair.

*c* *Beeves* is used to represent, not the *flesh* of cattle, but the cattle themselves, intended for slaughter.

*d* *Effluvium* and *effluvia*, as English words, are *both* used in the singular sense ; though in Latin, *effluvia* requires the plural form of the asserter.

*e* The words *man* and *woman* are pluralized in the same manner, when joined with other words, (as *compounds*,) as when used separately.

*f* The prefix term of address, *Mr.* meaning *Mister*, is pluralized, *Messrs.* (*Misters*, or *Messieurs*,) but the name *Master* is regularly pluralized, *Masters*.

*g* The *im*, in *seraphim* and *cherubim*, is the Hebrew plural termination. The English plural is sometimes improperly added to the Hebrew plural ; as, “ On cherubs and on *seraphims*, full royally he rode.” See I Samuel, iv, 4—II Sam. vi, 2—Psalm, lxxx, 1—Isaiah, vi, 2 and 6.

*h* *Virtuosos* is the ordinary plural : but the term *virtuosi* is used to denote a class or an association ; as, ‘ He was one of the *virtuosi* of the age.’



- IV. *cy* ; as, lunacy, fluency, pertinency, corpulency, &c.  
 V. *ity* ; as, profundity, ubiquity, serenity, severity, prolixity, &c.  
 VI. *ment* ; as, contentment, resentment, confinement, &c.  
 VII. *ness* ; as, blackness, whiteness, [see note *b*, p 58,] &c.  
 VIII. *ship* ; as, guardianship, generalship, authorship, &c.  
 IX. *ude* ; as, gratitude, lassitude, fortitude, quietude, &c.  
 X. *ure* ; as, nurture, portraiture, &c.

473 Names of particular sciences, professions, and crimes, ending in *y* ; as,

Physiognomy	Phrenology	Anatomy	Theology
Geology	Physiology	Geography	Philology
Bigamy	Polygamy	Burglary	Perjury, &c.

474 The following names of feelings, passions and emotions ; as,

Pride	Anger	Friendship	Sympathy
Haughtiness	Dread	Disdain	Reserve
Contempt	Revenge	Love	Hate

475 The following names :

Wealth	Wrath	Deceit	Nadir	Knowledge
Worth	Honor	Zenith	Horizon	Guilt,

the cardinal points ; as, East, West, &c. and

476 The names of the different particular virtues and vices, considered as such ; and any other name incapable of denoting the idea of plurality in relation to what it expresses.

477 Names of certain ceremonies, and anniversaries ; as, the "*Passover*," "*Eucharist*," "*Christmas*," "*New-Year's*," &c.

478 Names of principles, or systems from which the adherents or practitioners derive their distinctive appellations ; as,

Platonism, Platonist.      Abolitionism, abolitionist.

479 SECOND CLASS of defective names—those which are used only in the plural form, and plural sense ; as,

Aborigines	Ashes	Breeches	Clothes
Annals	Alms	Calends	Drawers <i>b</i>
Antipodes	Assets	Classics	Downs
Archives	Betters	Compasses	Embers
Antoeci	Bowels	Customs <i>a</i>	Entrails

*a Customs*, when referring to the common usages of people in social life, is the regular plural of *custom* ; but when meaning *taxes* on merchandize, is defective, and always plural.

*b* See note †, p 58.

Forceps	Minutiæ <i>f</i>	Pleiads	Tidings <i>h</i>
Fetters	Nippers	Riches <i>g</i>	Tongs
Filings	Orgies	Snuffers	Thanks
Goods <i>c</i>	Pantaloons	Shears	Trousers
Hatches <i>d</i>	Pinchers, or	Scissors	Vespers <i>e</i>
Ides	Pincers	Shambles	Vitals
Matins <i>e</i>			Victuals

480 THIRD CLASS of defective names—those which are in the plural form, but in the singular sense ; as,

Billiards      Dice *i*      Checkers      News,

and the names of sciences ending in *ics* ; as,

Mathematics      Tactics      Statics      Hydraulics, and

481 The names of particular diseases, ending in *s*, or *es*, (not in *is*) ; as, Mumps, measles, &c.

482 FOURTH CLASS of defective names—those which, in the singular form, may be used in the plural or singular sense ; as,

Deer	Morse	Plover	Woodcock	Cannon <i>a</i>
Elk	Otter	Sheep	Snipe	Sail <i>b</i>
Moose	Ounce	Swine	Spoonbill	Head <i>c</i>

483 The names of different kinds of fish ; as, Haddock, salmon, &c. except Whale, shark, and porpoise, which have the regular plural, Whales, sharks, porpoises. *d*

*c Goods*, meaning merchandize, is defective ; but *good*, when meaning the reverse of *ill* or *evil*, is a regular name, pluralized, *goods*.

*d Hatches*, meaning oppressive embarrassments, is defective ; as, James is always under the *hatches* : but when meaning *trap-doors*, is the regular plural of *hatch*.

*e Matins* and *Vespers*, (morning and evening public or stated devotions,) are used in the same manner as *prayers* : as, we say ‘ James attends *prayers* (the exercises) every morning.’ If we say ‘ He is at *prayer*,’ we mean that *he* is praying ; but if we say ‘ He is at *prayers*,’ we mean that he is attending the exercises ; though perhaps not praying himself.

*f Minutiæ*—this word has the Latin plural, adopted in the English.

*g Riches*—always to be used with a plural asserter, though meaning the same as *wealth*, which is always to have a singular asserter.

*h Tidings* should always have the plural form of the asserter, though meaning the same as *news*, which always has the singular.

*i Die*, when meaning one of the little *cubes* used in the play, has its plural, *dice*.

*a* “ Ten *cannon* were removed from the field that night.”

*b* “ Ten *sail* (meaning *vessels*,) were bearing towards us.”

*c* “ Twenty *head* (meaning *cattle*,) were sold the first hour.”

*d* The name *fish* may be regularly pluralized, and often is when used

484 FIFTH CLASS of defective names—those which, in the *plural form*, may be used in the *singular sense*, when meaning one item, event, fact, or thing: and in the *plural sense* when meaning more than one; as,

Wages Means Amends Mallows Pains Bellows Gallows\*

485 Each of the following names, when meaning *persons*, must be regarded as *plural* in sense, and have, referring to it, the plural substitute and asserter:

Ancestry	Mankind	Populace	Ministry	Nobility	Elite
Posterity	World	Public	Clergy	Yeomanry	Mediocrity†
Offspring†	People	Community	Mass	Peasantry	Vulgar
	Aristocracy		Democracy		Mob-ocracy.§

486 RULE XXXIII. A name, though in the plural form, when denoting *time*, *distance*, *money*, *weight*, or *measure*, and meaning the *period*, *sum*, or *amount*, not the individual parts, requires the singular form of the substitute or asserter referring to it; as,

Three *miles was* too far for me to walk. James paid, for his book, three *dollars*, which *was* too much; and I told him *it was*. See note VII, p 237.

#### PARTICULAR NAMES.

487 RULE XXXIV. All *family* or *sur* names, when used without the Christian names, have the regular plural; as,

“With him, thy Edwards and thy Henries shine.” The Mr. Halls.¶

488 RULE XXXV. When we would speak or write of or concerning two or more persons of one sur-name, men-

with a numeral adname, denoting more than one, and without an adname showing what class or species is meant; as, Five loaves and two *fishes*.

\*See 125-6-7, p 59.

† The term *progeny*, though always *plural in sense*, is becoming disused as to persons, except when employed as a term of *disrespect*. The term is more frequently applied to *brutes* in the sense of *litter* or *brood*, which terms, also, when meaning the *animals*, are to be used only in the plural sense and relations. *Offspring*, when applied to brutes, is plural in sense.

‡ This term is used to represent persons of the middle class of society.

§ This is a term applied in some countries to the lowest class of politicians, who act without understanding the principles of government.

|| This term in *Latin* means the *common* people, but when *Anglicised* it is used to denote the *lowest* class of society.

¶ Particular names become general by being pluralized, but they retain the capital letter as the *initial* or beginning.

tioning them by the sur-name, we should pluralize the sur-name, not the term of address, [Mr. Mrs. &c.] as,

The Mr. Huntingtons. The Mrs. Livingstons. The Miss Foots. The Miss Williamses, &c. ¶ We should *superscribe* letters in this manner.

489 RULE XXXVI. When we would mention two or more persons of *different* sur-names, by the sur-names, we should pluralize the term of address ; as,

*Messrs.* Huntington and Livingston. *Mrss.* [*Mistresses*] Huntington and Livingston. *Misses* Foot and Williams.

490 RULE XXXVII. When we would speak to, or address, directly, two or more persons of one sur-name, the term of address should be pluralized, rather than the name ; the same as though the names were different ; as,

*Misses* Clinton : allow me to present my friend, Mr. Winslow. *Messrs.* Huntington : may I have the pleasure of your company at dinner to-morrow? *Mrss.* Allen : I heard, this morning, that your husbands had just landed in New-York. *Misses* Foot and Livingston : will you have your carriage? ¶ We should *inscribe* letters in *this* manner.

491 RULE XXXVIII. If we use the Christian names of two or more persons of one sur-name, the term of address should be pluralized ; the same as though the names were wholly different ; as,

*Messrs.* George and Henry Huntington. *Mrss.* Maria and Julia Clinton. *Misses* Amelia and Juliet Clinton. *Messrs.* James Jackson and Seth Robinson.<sup>a</sup>

<sup>a</sup> The directions given in the last five rules are to be carefully studied, and applied in social intercourse, and epistolary correspondence.

### *Inscription, Subscription, and Superscription.\**

492 *In*-scription means the *name of the person for whom the letter is intended*, written either at the *beginning* of the letter, and *over the left hand* part of the page, or at the *close* of the letter, and *under the left hand* part of the page. [See blank 5, p 330.]

493 *Sub*-scription means the name of the writer, written at the close of the letter, (or other written article,) and *under the right hand* part of the page. [See blank 4, p 330.]

494 The *term of address* is the word or words used, in cour-

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\* These terms are defined here only as they relate to epistolary correspondence, and without any reference to the literal classical meaning of the words from which they are derived.





*f* If you *inscribe* the letter at blank 2, omit the term of address, so as not to have both the *inscription* and the *address*; as, *James Hall, jr. Dear Sir*: [This practice is very common and *very awkward*.]

*g* If you inscribe the letter at blank 2, write nothing at blank 5.

*h* Begin the body of the letter a little at the right of the term of address, or inscription, at blank 2, and at least two lines below the inscription or address.

*i* Commence without parade or ostentation, and without much ceremony.

*j* Write in short, direct sentences; arranging words and sentences according to the natural order of the ideas, facts or circumstances to be expressed.

*k* Do not be ambitious of making a *long* letter; but rather of making it as short as the amount to be communicated, and the nature of the subject will allow.

*l* Observe blank 3. Put there the terms of respect; as, *Respectfully Yours, Respectfully and Truly Yours, Affectionately Yours, &c.* or whatever you prefer, according to circumstances. Avoid pompous language, to whomsoever you write.

*m* Observe blank 4. Put there your own name, as the *subscription*, written with perfect plainness. [He who writes at all, is inexcusable, if he does not write his own name and the name of the place of his residence, perfectly plain.]

*n* A married woman, in writing concerning the ordinary affairs of life, should subscribe, (with the feminine prefix, *Mrs.*) her *husband's* Christian name; as, *Mrs. James R. Boyd*: except when writing to her relatives, and when executing legal papers.

*o* If you begin, at blank 2, with the term of address, *inscribe* the letter, at blank 5, with the name of the person to whom you write.

*p* Fold the letter so that it will be at least one third wider from left to right, than it is the other way.

PAID

*Miss Evelina M. Brayton,*

*Cazenovia, N. Y.*

Care of

*J. Brayton, Esq.*

*q* In superscribing a letter, write the name of the person as low as the middle of the letter, and the name of his place of residence under that, and a little at the right of it. ~~q~~ Write the superscription *very plain*.

*r* Do not use such a term as *Mr.* or *Esq.* before the person's name, and another similar term after; as, *Mr. James Jackson, Esq.* [Omit one of the terms.] Yet such a term may be used with the name, and the office or station mentioned after the name; as, *Josiah Quincy, Esq. President of Harvard University. Hon. Samuel Young, Secretary of State. Mr. James Williams, Reporter to the Senate.*

*s* If you write to a *lady*, an *editor*, or any man in a public station, or any other person for the first time, be sure to pay the postage on your letter, unless there is a full understanding as to this matter; and unless the affair on which you write, clearly interests the one you write to, more than yourself.

## V. *Distinctions of Case.*

496 RULE XXXIX. A singular or plural name, or substitute of either person, (first, second, or third,) may be used in the subjective case, indirect, to explain in reference to a singular or plural name or substitute in the direct subjective; as,

Such *MEN* as *John* should be helped into business. Such *MINDS* as *Harriet's*, are susceptible of great happiness or wretchedness; according to circumstances. Such a *PERSON* as *George*, should not expect to become great in a day.<sup>*a*</sup>

*a* These words in *Italic* are parsed according to Analytical Rule IV, part 3; the word *Harriet's* is in the two-fold case; but it does not require any rule for its possessive case: [See note *d*, p 240:] and from its indirect subjective case, it is parsed according to Analytical Rule IV, part 3.

## *The Possessive Forms of Names.*

497 RULE XL. A singular name, not ending with the sound of *s*, or *z*, has the possessive form made from the subjective, by annexing an apostrophe, (') and adding the letter *s*; as,

*John's* book. *Maria's* friend. *Henry's* farm. *George's* residence. *Harriet's* studies.\*<sup>*a*</sup>

\*<sup>*a*</sup> By "the sound of *s*, or *z*," is not meant the *sound* which one of the letters may represent: for a single letter often represents different sounds. By "the sound of *s*," is meant the *light hissing* sound, as in the word *this*, *kiss*, *miss*: and by "the sound of *z*," is meant the *heavy hissing* sound, as, *whiz*, *is*, *has*, *was*. [This *sound* is often represented by the letter *s*.]

<sup>*b*</sup> The letter *c* often represents the sound of *s*, as in *ace*, *pace*, *mice*, *conscience*, *science*—[pronounced as though spelled *ase*, *pase*, *mise*, *con-shuns*, *sci-ens*.]

<sup>*c*</sup> The letter *x*, when not beginning a syllable, always represents the sounds of *k* and *s*; as, *wax*, *tax*, *fox*—[pronounced as though spelled *waks*, *taks*, *foks*.]

<sup>*d*</sup> [*C*, *s* and *x*, often represent the sound of *s*, which is a mere *hiss*; and *s* and *z* often represent the sound of *z*, which is a *hissing*, *buzzing* sound.]

498 RULE XLI. A singular name ending with the sound of *s* or *z*, and an *unaccented* syllable, should have only the apostrophe, the *s* not being added ; as,

*Goodness'* sake. *Conscience'* sake. "The *witness'* return to court."  
*Moses'* ministers. *Phineas'* wife. *Felix'* reply. *Jabez'* account. *Achilles'* wrath. *Aristides'* banishment.

499 RULE XLII. A singular name ending with the sound of *s* and an accented syllable, has only the apostrophe, if there are two consonant sounds between the vowel sound in the last syllable and the letter which represents the sound of *s* ; as,

Sir Joseph *Banks'* residence. "Mr. *Berx'* farm house, so celebrated for its conveniences, was sold at auction after his death."<sup>\*a</sup>

500 RULE XLIII. A singular name, ending with the sound of *s*, and having but one, or not any, consonant sound between it and the vowel, should have the apostrophe and letter *s*, if the first syllable of the next word is accented ; as,

The horse's death caused the delay of the messenger. The young school-miss's book was lost on the way. '*Peirce's* Grammar.' Mr. Bliss's outline maps.

501 RULE XLIV. A singular name ending in the sound of *s* or *z*, and an accented syllable, should have only the apostrophe, if the next word is unemphatic, or begins with an unaccented syllable ; as,

Gen. Dix's appointment. Capt. Shays's insurrection. Mr. La Cross's unexpected return. "Peirce's Abridgement."

502 RULE XLV. A singular name, ending with an accented syllable and the *sound* of *z*, with one or more consonant sounds between that and the vowel sound of the last syllable, has only the apostrophe ; as,

Mr. Jones's residence. "Barnes's Notes." "Burns's Poems." "Sears's Pictorial Bible." "Sears's Bible Biography"—yet,

503 RULE XLVI. A singular name, ending with an

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<sup>\*a</sup> In the first example the name *Sir Joseph Banks* ends with an accented syllable, and with the sound of *s*, having the consonant sounds of *n* and *k* between the *s* and the vowel *a*.

*b* In the next example, the unusual name *Mr. Berx*' ends with an accented syllable, with the sound of *s*, represented by the letter *x* ; and has the consonant sounds of *r*, and *k* represented by *x*, between the sound of *s* and that of the vowel.



accented syllable and the sound of *z*, without a consonant sound between that and the vowel sound of the last syllable, has the apostrophe and the letter *s*; as,

*The rose's* fragrance. *Boz's* writings. *Capt. Shays's* death.

504 RULE XLVII. When the use of the possessive form and case would be both hard of expression and unpleasant to the ear, the possession should be represented by the relative *of*, and the objective case; as,

Capt. Shays's seizure—the king of France's sickness, &c. would be better expressed by “The seizure *of Capt. Shays*. The sickness *of the king of France*.”

505 RULE XLVIII. ➤ A plural name, not ending with the sound of *s* or *z*, should have the apostrophe and letter *s* added; as,

*The men's* cloaks. *The women's* shawls. *The children's* books.

506 RULE XLIX. A plural name, ending with the sound of *s* or *z*, should have only the apostrophe; as,

*The students'* habits. *The ladies'* cloaks. *The mountains'* grandeur. *The valleys'* beauty. *The scholars'* pursuits.

507 RULE L. A singular name, to be used in the two-fold case, denoting the possessor and the thing possessed, should have the apostrophe and *s* added to the subjective form, if the name is of one syllable, or ends with the sound of *s* or *z*, and an accented syllable; as,

James has gone to Mr. *Gibbs's*. I saw him a moment since at *Charles's*. I reside at Mr. *Jones's*. I was at Mr. *Peirce's* last evening—but,

508 RULE LI. A singular name, to be used in the two-fold case, denoting the possessor and the thing possessed, should have only the apostrophe, if the name ends with the sound of *s* or *z*, and an unaccented syllable; as,

I was at Mr. *Perkins'* last evening. I saw Henry at Mr. *Roberts'*.

509 RULE LII. A plural name has the same form when denoting the possessor and the things possessed, as when denoting the possessor, only; as,

*Whose cloaks* are those? *The ladies'*. *Whose hats* are these? *The boys'*. *The ladies'* shawls. *The boys'* umbrellas.

510 RULE LIII. A name or substitute, used in an answer to explain in reference to a name or substitute, or both, in an interrogative sentence before it, should correspond,

in form, with the case or cases of the word or words which it is used to explain ; as,

George: *whom* did you mention as your associate ? *Henry Jackson*.  
*Whose carriage* were you in ? *His*. *Whose books* are these ? *Mary's*.\*

511 RULE LIV. A name should be used in the *possessive form*, and *two-fold case*, wherever it can clearly represent both the possessor and the thing possessed, ; as,

I took George's books and left *Henry's*. Jane took her umbrella and left *Helen's*.

512 RULE LV. Several names, connected by *and*, and denoting the possessors of a common property, should have the sign of the possessive case affixed only to the last ; as,

*John, James, and William's* farm is the one which their fathers left them.  
*Seth and Walter's* horse was sold for seventy-five dollars.<sup>a</sup>

<sup>a</sup> This rule rests on the principle on which the name of what is called a *firm* has its possessive form made ; as, *J. Hatheway & Company's* store.—  
 [See Section III, Examples 1, 2 and 3, p 294.]

513 RULE LVI. When a name and simple substitute are used to denote separate or joint owners of property mentioned, each of the possessive words should be in the possessive form ; as,

*John's* and *my* carriage was broken yesterday. *Your* and *Henry's* books are taken home.

514 RULE LVII. When several names, connected by *and*, denote possessors of separate, individual property, each name should have the possessive sign ; as,

*George's, Richard's, and Edmund's* farms are those which were bequeathed to them by their respective fathers. *John's* or *Samuel's* house would please me, if I could buy it at a fair price.<sup>a</sup>

<sup>a</sup> ~~§~~ Possessive names, joined by any connective except *and*, require the possessive sign affixed to each. To all such examples the principle of Rule LVII applies.

515 RULE LVIII. Never use, after the relative *of*, a name or substitute in the two-fold case, (the possessive and objective,) without some term to indicate that a *part* of the things referred to, is meant ; as,

That wheat was *some of John's*. This book is *one of Julia's*.<sup>a</sup>

\* The name *Henry Jackson* is in the objective case, indirect, being given to explain in reference to *whom*: Analytical Rule IV, part 1. *His* is in the two-fold case, used to explain in reference to the substitute *whose* and the name *carriage*: Analytical Rule IV. So is it with the name *Mary's* in reference to *whose books*.

*a* It would be incorrect to say, The name on the letter to the lady, was that of her husband's—[it should be husband]—for there is nothing to indicate that the name was a *part* or *one* of her husband's names.

516 RULE LIX. When you would represent, as the *subject*, or the *object*, some *fact* relating to a person or thing, have the name or substitute denoting the person or thing, in the possessive case, depending on the assertive name which expresses the fact; as,

*John's* RETURNING HOME relieved the anxiety of his parents. *Julia* was pleased with *Helen's* WORKING LACE SO WELL. I despised my *antagonist's* CAVILLING, but I pitied the caviller.*a*

*a* Here the first phrase in SMALL CAPITALS is the subjective of the asserter *relieved*: the second phrase is the objective of *with*; and the third is the objective of *despised*. [See note *b*, p 240.]

517 RULE LX. Avoid using a phrase in the possessive form and case in such a manner as to make an awkward expression; as,

The president of the Union Seminary's wife died yesterday at one o'clock. The pastor of our church's cousin has come to spend the winter in town.*a*

*a* Reverse the expression thus: The wife of the president of the Union Seminary, died, &c. The cousin of the pastor of our church, has come, &c.

518 RULE LXI. A name or substitute, given to explain in reference to another name or substitute in an interrogative sentence, should be used without the asserter's being repeated, but with the relative repeated; as,

*Whom* did you meet? *James Davidson*—[not *I met James Davidson*.] *To whom* did you send the card of invitation I saw on your table? *To Helen Wilmot*—[not, *To whom* did you send the cards, &c?—*Helen Wilmot*.]

519 RULE LXII. When a direct and an indirect subjective case are to relate to an intransitive, or a receptive asserter, let the word which is used merely to mention the person or thing, be the *direct*, and that which is to particularize or describe, the *indirect*; as,

That MAN is *John Quincy Adams*. PATRICK HENRY was the *orator* of Nature. JOHN MARSHALL was Chief *Justice* of the United States. HOWARD was a *philanthropist*. The WAGES of sin is *death*; but the GIFT of God is eternal *life*.

520 RULE LXIII. Be careful to select and use whatever names you would employ in such a manner as will correspond with the meaning of the words, and the ideas to be expressed, or the facts or circumstances to be described; as,

*Errors*—"Did not our *heart* burn within us as we walked?" How are the *healths* of the family? For your *sakes* I will stay at home.*a*

*a* As the word *heart* is not capable of denoting a common property of two or more persons, it should be used in the plural form in such circumstances of composition, whether used literally or figuratively; as, 'Did not our *hearts* burn,' &c. The next sentence should stand, 'How *is* the *health* of the family?' [This word (*health*,) should never be pluralized when meaning the condition of persons. The word *sakes* should never be pluralized: nor should the word *molasses* ever be used in the plural sense.]

## SUBSTITUTES—PRONOUNS.

521 Kinds: { Simple, Interrogative, Negative,  
Connective, Adname, Indefinite.

522 RULE LXIV. A simple substitute should be used instead of a name, phrase, or sentence, wherever it can clearly and forcibly express the idea intended; as,

Jane was well when I met *her*—[not, when I met *Jane*.] John lost *his* book—[not, *John's* book.] I ate the orange which George brought from Utica. My father gave *it* to me—[not, gave *the orange which George brought from Utica, to me*.]*a*

*a* For the use of *you*, in the singular sense, see 148, p 77—and for the use of *their*, in the singular sense with a plural reference, see Rule XV, p 318; and for the use of *ourself*, &c. see note \**a*, p 79.

523 RULE LXV. An emphatic simple substitute should be used in the subjective case, indirect, when we would express the subject emphatically; as,

John, *himself*, did that. They, *themselves*, did nothing; though they engaged others to labor.

524 RULE LXVI. An emphatic simple substitute should be used in the objective case, when we would represent the subject as being also the object of the action, fact, or relation; as,

George injured *himself* by too intense study. I reasoned with *myself* on the relations and duties of life. Hannah consoled *herself* with the reflection, that no storm ever lasted always.*a*

*a* In using simple substitutes, never alternate from the grave style, as *thou*, *thy*, &c. to the ordinary style, as, *you*, *your*, &c. in representing the same person. If you begin with the grave or the ordinary style, continue it.

525 RULE LXVII. In using a simple substitute, in any one case, (the subjective, possessive, or the objective, merely,) select the form which has the name of the case in which you would use the substitute; as,



James was well when I saw *him*. Julia was going to school when Sarah met *her*. I saw *you* last evening. *Your* brother was near *you*. [See the forms, pp 76-7-8-9.]

526 RULE LXVIII. In using a simple substitute so that it will be first, in the subjective, and afterwards in the objective; or first in the objective, and afterwards in the subjective—take the form which corresponds with the *first* case; as,

These are good pens; but *they* are more than I can pay for. Henry has just left us. I saw *him* a moment since going towards home.*a*

*a* The word *they* is first in the subjective case, from relation to *are*, and then in the objective, from relation to *for*—being used to express the *things* for which I can not pay. The word *him* is first in the objective case, from relation to *saw*, and then in the subjective, from relation to the asserter *going*. Both the substitutes *they* and *him* are used according to this rule, for the form of each agrees with its *first* case.

527 RULE LXIX. A simple substitute should be used in the two-fold form and case, (the possessive and subjective, or objective,) wherever it can clearly represent both the possessor and the thing possessed; as,

I took John's book and left *mine*. John took my carriage and left *his*.—My friends added much to my enjoyment, without diminishing *their own*.

“ Oh give me tears for others' woes,  
But firmness midst *my own*.”*a*

*a* For *its*, used in this manner in the two-fold case, see note †, p 79.

528 RULE LXX. The word *own* may be used in combination with a simple substitute, as in the last example, or with a name, to constitute the sentence emphatic; as,

George lost *his own* book, but kept mine.

“ Man's mercies from God's hand, proceed;  
His mercies, from *his own*.”

'Twas [It was] *God's own* grace that saved my soul  
From sinking in despair *a*

*a* Such a combination is to be parsed as a *name* or *substitute combination*, in the possessive or the two-fold case, according to circumstances.

529 RULE LXXI. The neuter substitute *it* may be used as the direct subjective or objective word of an asserter which has a name or substitute, (singular or plural,) in the indirect subjective or objective case, and meaning the same person or thing; as,

*It* was I whom you met last evening. *It* was JAMES and JULIA who called for an umbrella. *It* was THEY to whom I lent it. I supposed *it* to be JULIA MASON that handed me the book. [See 452, p 319.]

530 RULE LXXII. *It*, may be used as the direct subjective of an asserter which has a phrase or a whole sentence, (as a substitute phrase,) in the indirect subjective ; as,

*It is in vain that we seek happiness in any thing but innocence and duty. It is useless to write now ; for the mail has gone.*

531 RULE LXXIII. *It*, may stand as a substitute for a whole sentence which must otherwise be employed, to describe a combination of causes producing a certain effect ; as,

*It rains. It lightens. It thunders. It hails. It snows. It freezes.*

532 RULE LXXIV. Never use a simple substitute and an asserter together, as one word ; like

*Me-thinks, me-thought, me-seems.*<sup>a</sup>

<sup>a</sup> Such expressions are weak, almost to silliness, and should be carefully avoided. *I think, I thought, It seems to me, or I seem*, and such expressions, would be the proper representatives of the ideas intended.

<sup>b</sup> *Me-thinks*, as first used, violates the first principle of composition ; as it is an improper word. Next, the word *me* is in the *objective form* though in the *subjective case*. Next, it has the asserter in the form which belongs to a subjective word of the third person singular, (*thinks*,) instead of the form which belongs to the word *I*—(*think*.)

533 RULE LXXV. A name, or an adname substitute, may be used in addition to, and explanatory of, a simple substitute, and be in the same case, *indirect*, that the simple substitute is in, *direct* ; as,

“YE *princes ; rulers* ; all adore.”

“YE good *distressed* ; YE noble *few* ; bear up awhile.”

#### *Connective Substitutes.*

534 RULE LXXVI. A connective substitute should be used in preference to a name or a simple substitute and a connective, wherever the connective substitute can fully and clearly express the idea intended ; as,

James is the young man *who* so greatly reverences his parents. “He *who* made and sustains us, deserves the homage of our hearts.” “The tree *that* thou cursedst is dead.” This is the book *which* Henry bought.

535 RULE LXXVII. *Who*, may be substituted only for the names of rational objects, (persons and superior beings,) and objects represented as rational ; as,

John is the *man whom* I met this morning. It is *he* in *whose* house I reside. *You who* have been carefully instructed, should be prudent in your conduct. “Our Father *who* art in Heaven”—[not, *which* art.] Fair *Hope, who* points to distant years.<sup>a</sup>

*a* Remember that the word *whose* is used as the possessive form of *which*, and, as such, may represent mere things; as, Truth and righteousness are *streams whose* source is God.

536 RULE LXXVIII. *Which*, a connective substitute, may represent a phrase or a sentence; as,

George gave, for his geography and atlas, *three dollars and a half, which* was too much. *Helen was absent from home, which* I greatly regretted; as I was thus deprived of the pleasure of seeing her.

537 RULE LXXIX. *Which*, as a connective substitute, may be used to represent beings inferior to man, and objects indefinitely expressed; as,

The *bird which* Jane bought, she immediately set at liberty. The first *objects which* I met, were two travellers who had lost their way.

538 RULE LXXX. *Which*, as a connective substitute, may be used to represent persons or superior beings, when employed to refer to a particular one, as distinguished from others, referred to; as,

My father told me *which* of the two persons I should accept, as my travelling companion. I had already informed my father *which* would be my choice.\*

539 RULE LXXXI. *That*, as a connective substitute, should be used in preference to *who* or *which*, when we would represent rational and irrational objects, conjointly or separately considered; as,

The *persons, horses and carriage that* went off the precipice, were found below. Neither the *man* nor the *course* of conduct *that* I mentioned, could be approved.

540 RULE LXXXII. *That*, as a connective substitute, should be used to represent an infant, as such, and animals inferior to men, when we wish to attribute a degree of intelligence to the animals; as,

I saw the *infant that* was thrown from the carriage, as the carriage was overturned. 'The *hen that* from the chilly air protects her offspring, instructs me in a parent's duty.'<sup>a</sup>

*a* *That*, as a connective substitute, may represent persons, or superior beings, or mere things, regarded separately; as, 'The *man that* I met has returned. The *book that* was given me was new.

541 RULE LXXXIII. *That*, should be used to repre-

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\**Which*, in these examples, is a definite specifying adname, used as a *connective substitute*. The first *which* is in the objective, from relation to *should accept*; and the last is in the subjective case, from relation to *would be*.

sent the person or thing indicated by an interrogative substitute to which there is reference ;

*Who*, *that* has any sense of moral obligation, or even of decency, can stoop to profane swearing ?

542 RULE LXXXIV. *That*, should be used as a substitute for a name which has, depending on it, an interrogative adname, the adname *very*, or *the same*, or any adname in the superlative form ; or which is preceded by an emphatic modifier ; as,

*What man, that* loves his neighbor, or venerates his God, can take advantage of his neighbor's distress ? This person is *the same man that* I met yesterday. Seth is the *most attentive student that* I have in school.—George has *exactly the habits that* I thought he had.\*

543 RULE LXXXV. *Which*, not *who*, should be used as a connective substitute, for the name of a person, when we would represent, by the substitute, not the person himself, but his qualities or character ; as,

I am delighted with *Howard, which* is but another name for christian philanthropy. *Nero—which* is but another name for shocking and atrocious cruelty, was emphatically the tyrant of Rome.

544 RULE LXXXVI. Place the connective substitute next the name, other substitute, or combination of words, for which it stands ; as,

*Errors*—*William* has broke his arm, *whom* you met yesterday. The man has sold his farm, *who* was formerly your partner in trade. *Corrected*—*William, whom* you met yesterday, has broken his arm. The man *who* was formerly your partner in trade, has sold his farm.

545 RULE LXXXVII. Never make a connective substitute stand for a name or substitute in the simple possessive form and case ; as,

*Errors*—I rode the *general's* horse, *whose* son presented, with the horse, the compliments of his father. Henry is his *father's* third son, *whose* affection for his offspring was never doubted. *Corrected*—I rode the horse of the *general, whose* son, &c. Henry is the third son of his *father, whose* affection, &c.

546 RULE LXXXVIII. Neither *who*, *which*, nor *that*, should ever be used as a connective substitute, in the sense of a name or simple substitute, and one of these words ; as,

“ *Who* [the person who] steals my purse, steals trash.”

“ *Who* [He who] for thy table feeds the wanton fawn,  
For him as kindly spreads the flowery lawn.”

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\* See 384, p 244.



*Interrogative Substitutes.*

547 RULE LXXXIX. *Who*, as an interrogative, should be preferred to *which* and *what*, when, by a general question, we would refer to a rational object that we expect to be designated, in the answer, by a particular name ; as,

*Who* gave that book to Mary ? *George Williams*. *Who* accompanied her to school ? *Jane* and *Julia*. *Whom* will you visit this afternoon ?

548 RULE XC. *Who*, should be used when we would heighten the effect of conviction by interrogating as though relating to a rational object, yet without expecting an answer ; as,

*Who* can resist the Almighty ? *Who* can escape from his presence or his power ?

549 RULE XCI. *Which*, as an interrogative substitute, should be used when we would discriminate particularly between objects referred to, whether rational or irrational beings ; as,

*Which* do you prefer, vice, with degradation and misery ? or virtue, with honor and happiness ? *Which* of the two persons that we met, is your cousin ? *Which* is the direct route to Philadelphia ?†

550 RULE XCII. *What*, as an interrogative substitute, should be used in preference to *who* or *which*, when we would interrogate in the most general manner, without special reference to persons or particular things ; as,

*What* did you meet ? A *man* and his dog. *What* do you want ?—Nothing. *What* will consummate a man's destruction ? Intemperance.\*

*Two-fold Case of Connective and Interrogative Substitutes.*

551 RULE XCIII. A connective or an interrogative substitute should be used in the possessive form and two-fold case, wherever it can clearly represent the possessor and the thing possessed ; as,

I shall purchase Mr. Willard's house : and you may take *whosoever's*† will suit you ; if you can buy it. I had Seth's carriage : *whose* did you take ?

552 RULE XCIV. In using a connective substitute, or an interrogative substitute, in the two-fold case, (subjective

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\* *Which* and *what*, used interrogatively, are but adname substitutes, used to interrogate ; and as their most prominent traits consist in their being substitutes, and being *interrogative* in their influence, (as much as the word *who*, thus used,) they are named, (like other words,) according to their chief traits—*interrogative substitutes*. † See note *f*, p 84.

and objective,) select the form which corresponds with the first case in which it is found in regular prosaic order; as,

George : *whom* did I see visiting at your father's yesterday. *Whoever* will apprehend the rogue shall have the reward. *Whomsoever* I shall engage, will bring the books safe.\*

553 RULE XCV. A connective substitute should be used in the two-fold case, (the subjective and objective, or objective and subjective,) wherever it can sustain both relations and clearly express the ideas intended; as,

I bought twenty-five bushels of wheat and Henry took ~~what~~ was left.

I spoke of ~~what~~ was written in the letter. "Education is, to a human soul, *what* sculpture is to a block of marble." I saw that I must endure *what* could not be avoided.

### *Adname Substitutes.*

554 XCVI. An adname should be used as an adname substitute wherever it can clearly represent the meaning of the adname and the name for which it is to stand; as,

George bought three carriages and sold *two* of them. When the *righteous* are in authority, the people rejoice; but when the *wicked* rule, the people mourn.

"The *great*, the *gay*—shall they partake  
The heaven which thou alone canst make?"

555 RULE XCVII. The reciprocal adname substitutes should be used without the word *mutually*, when they are employed to express reciprocation with respect to a fact; as,

*Errors*—James and John *mutually* assist *each other*. They were *mutually* esteemed by *each other*. [This is tautology. Omit the word *mutually*, in the first example; and *mutually*, or *by each other*, in the second.]

### *Indefinite Substitutes.*

556 RULE XCVIII. In referring, by an indefinite substitute, to persons and superior beings, use the substitutes beginning with *who*; as, *whoever*, *whomsoever*, &c.; as,

I shall go to school with my cousin, *whomsoever* you may accompany.

557 RULE XCIX. In referring, by an indefinite substitute, to brutes, or mere things, or events, use the substitutes

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\* Here *whom*, in the objective form is first in the objective case, from relation to *did see*; and then in the subjective, from relation to *visiting*.—*Whoever*, in the subjective form, is in the two-fold subjective case. *Whomsoever* is in the objective form, to correspond with its first relation of case, (objective,) from connection with *shall engage*; yet *whomsoever* is also in the subjective case, from relation to *will bring*.

beginning with *what*, when you would not distinguish between several objects or events referred to ; as,

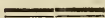
I shall take a package of books ; *whatever* you may take. I shall attend school this winter ; *whatever* you may do.

558 RULE C. In referring, by an indefinite substitute, to brutes, mere things, or events, use the substitutes beginning with *which*, when you would distinguish between several objects or events mentioned ; as,

I shall take the histories, and geographies ; *whichever* (of the kind of books) may be your choice.

559 RULE CI. A substitute phrase may be used in the independent case, as the name of an essay or piece of composition ; as,

‘How to preserve peaches.’ ‘How Grammar should be taught.’ ‘Books to be sold at auction.’ ‘Truth told one day too late.’



## ASSERTERS—VERBS.

### I. Primary Distinctions :

PRINCIPAL, AUXILIAR, AND SUBSTITUTE ASSERTERS.

560 CII. A principal intransitive assenter, assuming the meaning and office of a transitive assenter, may be used *receptively* the same as the assenter whose meaning it represents ; as,

“ Millions of spiritual creatures *walk* [traverse] the earth.” I can *walk* [accomplish, in this manner,] the distance in two hours. The distance was *walked* [accomplished] in two hours.

561 RULE CIII. A single auxiliar assenter should, wherever it can, be so used as to be joined in sense with the two or more principals following it ; but only when the auxiliar could be used with either principal, alone ; as,

If the wicked man *shall*  $\left\{ \begin{array}{l} \textit{turn} \text{ from his wickedness,} \\ \textit{do} \text{ what is lawful and right,} \end{array} \right\}$   $\left. \begin{array}{l} \textit{put} \\ \textit{do} \end{array} \right\}$  he shall not die.

562 RULE CIV. Two or more auxiliars, of the same or different modes and tenses, should be joined in sense with a single principal, wherever they can be so used, consistent with sense and elegance ; as,

George  $\left\{ \begin{array}{l} \text{might,} \\ \text{should,} \end{array} \right\} \text{assist his brother.}$       Seth  $\text{will,}$       Henry  $\text{must}$   $\left\{ \begin{array}{l} \text{go home to-morrow.} \\ \text{[See 394, p 240.]} \end{array} \right\}$

563 RULE CV. A principal or an auxiliar asserter should be used as a substitute asserter, wherever it can clearly express the ideas intended ; as,

James is not studious at home, but Julia *is*. Jabez will not go home to-night, but Henry *will*.<sup>a</sup>

<sup>a</sup> ~~§~~ Substitute Asserters, (like the Simple Substitutes of the first person, *I, my, we, &c.*) are sometimes used, not to prevent our *repeating* all the words which have been used, in their peculiar form, but to prevent the necessity of *using* the particular words at all ; as, James *writes* elegantly, but *I can* not. James *does* not *write* elegantly, but *I can*.\*

564 RULE CVI. An asserter, depending on a connective substitute, should have the same form as though depending on the word for which the substitute stands ; as,

*I am* your friend. *I who* am your friend, caution you against such carelessness. The *man is* to assist your friend. I am the *man who is* to assist you—yet,

565 RULE CVII. An asserter, depending on a connective substitute for a word of the second person and singular form, should have the same form as though depending on *thou*, as a substitute ; as,

*Thou art* our Father. “ Our Father *who art* in Heaven.”<sup>a</sup>

<sup>a</sup> *Which* and *what*, as connective substitutes, should never have the asserter *art*, or any other form peculiar to *thou*, of the simple substitutes.

566 RULE CVIII. The asserter *am*, or *be*, depending on the substitute *I*, should correspond with the forms given to this asserter in the “ INFLECTIONS,” commencing on p. 129 : but any other asserter should have the plural or common form.

567 RULE CIX. The asserter *am*, or *be*, depending on the substitute *thou*, should have the forms in which the asserter is used in this connection, in the “ INFLECTIONS,” commencing on p. 129 ; as,

*Thou art* my friend. “ *Thou wast* my guide, philosopher, and friend.”<sup>a</sup> [See (p 128,) numbers, from 211 to 222, inclusive.]

\* In each of these examples the substitute asserter *can* is used to embody and express the idea of the act of writing, as first expressed by *writes*, or *does write*, and modified in its meaning by the word *can*. *Can* expresses, also, with my power *to do* the act of writing, my power or ability to do it *well*—with *elegance*—to write *elegantly*.





if James *can* accompany me. I *should* have come to visit you last week if Henry *would* have agreed to bring me home on Saturday. I *might* let you have money if Seth *would* pay me what he owes me. I *should* be glad to assist you if I *could* do it without injuring myself.

575 RULE CXV. The positive auxiliars should be employed when we would express that which we deem probable; and the contingent, when we would express that which is deemed improbable, or when we would express desire or preference; as,

If I *can* find George, (and I believe I can,) I *will* hand him your letter. If I *should* find George, (which I deem altogether uncertain,) I *would* hand him the letter. I *should* be glad to see James. William: I *would* not go home to-night.

576 RULE CXVI. A compound sentence may have either a positive or a contingent auxiliar in one member of it, and a principal without an auxiliar, or with any auxiliar not given in the diagram, (573,) in the other member; as,

If James *returns* I *should* like to see him. If James *returns* I *shall* visit him. If John *had* been at the post office, I *should* have seen him.

577 RULE CXVII. The auxiliar *do*, or some of its variations, should be used when we would express an event emphatically, by the declarative mode and the present, or the indefinite-past tense; as,

I *do* study as much as I can. I *did* study as much as I could.<sup>a</sup>

<sup>a</sup> When we would *interrogate emphatically*, we should omit the auxiliar above mentioned in this rule; as, Simon, son of Jonas, *lovest* thou me? *Hated* I him? Yes—for his very *office*' sake.

<sup>b</sup> From this it is seen that *do*, and its variations, used in the declarative mode, render the expression emphatic; and soften the expression when they are employed in the interrogative mode.

578 RULE CXVIII. *Shall* should be used in the declarative mode with a name of the second or third person, to express the idea of authority, or intended compulsion on the part of the speaker or writer; as,

John: you *shall* go home with me. Henry *shall* not molest the young birds in the tree. "Thou *shalt* not kill."<sup>\*</sup>

579 RULE CXIX. *Shall* should be used in the declar-

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\* These remarks of *shall* and *will* are applicable to them only in simple sentences, or compound sentences not expressing condition, doubt, or supposition, and when the asserter is not receptive. When the sentence is conditional or contingent, and when the asserter is intransitive, or receptive, the auxiliars must be used according to circumstances, and with careful reference to the idea intended to be expressed, and to elegance of expression.

ative mode, with a substitute of the first person, to denote the idea of purpose or intention as to a future fact or event ; as,

*I shall go home. We shall hear from James soon.\**

580 RULE CXX. *Will*, should be used as an auxiliary, in the declarative mode, with a name or substitute of the second or the third person, merely to express futurity, in reference to the fact or event which is affirmed will occur ; as,

James ; you *will* meet George on the way : and I wish you would hand him this note.\*

581 RULE CXXI. *Will* should be used as an auxiliary, in the declarative mode, with a word of the first person, to express determination, purpose, or promise ; as,

*I will* beware of the intrigues of my antagonist. *I will* never cease from my exertions till my work shall be completed. *I will* pay you ten dollars next week.\*

582 RULE CXXII. In expressing what happened in past time, in connection and coincidence with another event that was continued in re-occurrence, use the auxiliary *would* in expressing the dependent and coincident fact ; as,

“ Whenever the man stopped, the lion following him *would* stop : and when the man started on, the lion *would* follow.” “ As often as a sailor was thrown near the beach, the persons on the shore *would* toss him a rope to save himself with.”

583 RULE CXXIII. In describing a fact which is always the same, or an event that continues its occurrence with only some occasional, or regular intermission, use the present tense ; as,

The sun *rises* and *sets* without our agency. The epicure *eats* and *drinks*, *revels* and *sleeps*, with no higher wish than merely to gratify his animal appetites.

584 RULE CXXIV. In expressing such facts *conditionally*, or *suppositively*, use the same form of the asserter that you would in expressing them positively ; as,

If the epicure *eats* and *drinks*, *revels* and *sleeps*, with no higher motive, he should not expect the sublime, consoling joys of the good. Though man's days *are* as a hand's breadth, yet he squanders time as though he was immortal.. [See notes †a, b, c, d, e, p 134, and ‘Subjunctive mode,’ p 114.]

585 RULE CXXV. In describing a *past* remark that

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\* For note \* see the note on the preceding page.

represented a fact or error, based on a principle which is always the same, use the present tense ; as,

The psalmist declared that man's days *are* as a hand's breadth; and that man, in his best estate, *is* altogether vanity.

**586 RULE CXXVI.** In describing, not existence or possession, merely, but an event which you would represent as occurring at the particular time referred to, (present, or indefinite-past,) use the continuative form ; as,

John *is writing* the contract. I *was waiting* for Henry when George came in—~~Ex~~ Except in instances mentioned by notes *j* and *k*, p 143.

**587 RULE CXXVII.** In describing a past fact without reference to present time, or another past event, use the indefinite-past tense ; as,

James *died*. William *attended* school. Seth *bought* a farm in Illinois.

**588 RULE CXXVIII.** Use the different tenses in the relations, as to time, which are indicated by their respective definitions, [except when otherwise directed by a particular rule;] as,

I *had written* the letter when James called for it. I *wrote* the letter. I *have written* the letter. I *am writing* the letter. I *shall have written* the letter when James *will call* for it. I *shall write* the letter, &c. &c.—yet,

**589 RULE CXXIX.** In using two *asserters*, to denote past events, with *other words* to represent the events as succeeding each other, employ the indefinite-past tense for both events ; as,

I *wrote* the letter *before* James *called* for it. I *started* for Boston three days *after* Richard *returned* from Cincinnati. [See note *i*, p 123.]

**590 RULE CXXX.** In using two *asserters*, to denote future events, with *other words* to represent them as succeeding each other, you may employ the indefinite-future tense for both events : as,

I *shall finish* the letter *before* James *will call* for it. John *will go* home *before* I *shall return*—or, [See note *k*, p 124.]

**591 RULE CXXXI.** In representing two future events you may use, with the words *if*, *though*, *unless*, *when*, *till*, *before*, *after*, and the like, the indefinite-future tense, and the present, or prior-present ; as,

I *shall go* home *if* John *returns*. I *shall remain till* Hannah *comes* in. James *will go* to school *after* Harriet *has returned*. [See 200, p 123, and remarks from *a*, p 123, to *l*, p 124. See also Connectives, hereafter given.



592 RULE CXXXII. Never use, with *after*, or *before*, or a word of similar meaning, the prior-past, or prior-future tense, of the *declarative* mode, or the interrogative formed from it ; as,

*Errors*—*I had seen* James *before* Harriet sent for him. *I shall have finished* the work *before* James will call for it. *Corrected*—*I saw* James *before*, &c. *I shall finish* my work *before*, &c. *a*

*a* Asserters, in the *inferential* mode, or the interrogative formed from it, may be used in the prior-past, or the prior-present tense, without or with words mentioning the particular time or relation of time ; as, *I might have come* home *before* James returned from the West. *I may have met* John *yesterday* ; though I did not recognize him.

593 RULE CXXXIII. When you would represent two past events, one as *recent*, and the other as prior to, or before it, use the prior-present tense to denote the recent event, and the indefinite-past to denote the other ; as,

*I sold* my farm last spring ; but *I have re-purchased* it. The Lord *gave*, and *has taken* away.

594 RULE CXXXIV. Never use the prior-present tense of the *declarative* mode, or the interrogative formed from it, with *other words*, to represent the event as having occurred in a period fully past and unconnected with present time ; as,

*Errors*—*I have seen* John at work *yesterday* and *last evening*. *I have met* Helen several times during the *last week*. [Correct these expressions by using (what should always be used in such circumstances,) the indefinite-past tense]—yet,

595 RULE CXXXV. When you would represent the *past* time, named, as being continued to, and connected with, the *present*, the prior-present tense should be used ; as,

*I have met* Helen several times *within the last few days*. George *has visited* us several times *since last winter*. *I have written* the letter *this evening*.

596 RULE CXXXVI. In describing a fact, which, by a past conversation, was *then* represented as future, or contingent and future, use the indefinite tense of the *inferential* mode, not the indefinite-past of the *declarative* ; as,

William told me that if he *should die*—[not, *died*]—he hoped there would be no parade over his senseless remains. Seth said that if he *should recover*—[not, *recovered*]—he would make his attendant some amends for her assiduity. [Errors in relation to the principle of this rule are very common.]

597 RULE CXXXVII. In expressing *present* desire for a change of condition or circumstances, you should employ

the indefinite-past tense of the declarative mode, or the indefinite of the inferential and the dependent; as,

I wish I *was* at home. I wish James and Julia *were* here. I *should like* to be at home. I *should be glad* to have James and Julia here.

### Conditional and Contingent Sentences,\*

Described in the first three following Rules.

598 RULE CXXXVIII. In using the inferential mode to express one person's obligation as the ground of inferring another's obligation, employ the auxiliar *should*, rather than *ought to*, in expressing the first obligation: as,

If Samuel *ought to* assist his mother, so also should Henry; for they shared equally in their father's estate.

599 RULE CXXXIX. In using, after *if*, a sentence referring to *present* time, and showing one fact as the cause of another, use the first asserter after *if*, in the indefinite-past tense; as,

I would go home *if* it *did* not rain. Jane would be at school *if* she *was* not sick: or, 'If Jane *was* not sick, she would be at school. If Richard *was* not intemperate, he could support his family. George would be respected, *if* he *was* intelligent and virtuous.

600 RULE CXL. *Condition* may be expressed by the prior-past, and the indefinite-past tense of the interrogative formed from the declarative, and by the use of *could* and *should* as auxiliars, in the interrogative formed from the inferential; as,

*Had* James called, I should have gone home with him. *Was* I at home, I would buy those books. *Could* I not find Henry in Utica, I had determined to go to Albany: and I was resolved, *should* I not meet him there, to go on to New-York.<sup>a</sup>

<sup>a</sup> *Can*, and the other auxiliars, should never be used in the interrogative mode to express condition; for though some of them might express condition, they would express it quite obscurely.

601 RULE CXLI. Never use the auxiliar *had*, (or *hadst*,) in the sense of *would* or *should*, to denote choice, preference, or obligation; as,

*Errors*—I *had* [*would*] much rather be myself the slave,

And wear the bonds, than fasten them on him.—COWPER.

I *had* [*would*] rather go home in the rain than remain in such a place.

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
\* For the influence of *if*, *unless*, &c. in changing the use and meaning of words as to time, see 200, p 123, and notes from *a*, p 123, to *l*, p 124.

602 RULE CXLII. Never use the auxiliar *had* in the sense of *would have* or *should have* ; as,

*Errors*—The physician called immediately, and remained with Henry all day, or he *had* never recovered—[*would never have* recovered.] “ While I was expecting to sink, an empty box floated near me. I seized this and supported myself by it—otherwise I *had* never reached the shore”—[*should never have* reached, &c.]

603 RULE CXLIII. Never use *had* before *ought to*, as an auxiliar, (with or without the word *not*,) to express obligation ; as,

*Errors*—Henry *had ought to* go home. Julia *had not ought to* go out to-day. *Corrected*—Henry *ought to* go home. Julia *ought not to* go, &c.

604 RULE CXLIV.  Never use an asserter in the prior-past tense of the dependent mode, first division, (as, *to have loved*, *to have been written*, &c.) in dependence on any asserter except *need*, *am* or *be* ; as,

*Errors*—I intended *to have accompanied* Henry to Europe. Helen expected *to have arrived* earlier. *Corrected*—I intended *to accompany*, &c. or, I *had* intended to accompany, &c. [according to the time and circumstances.] Helen expected *to arrive* ; or, Helen *had* expected to arrive &c. *a*

*a* If there had been an intention or expectation, which, at the period mentioned, no longer existed, use the *prior-past* tense ; as, I *had* intended to come with Jane ; but, as Julia called just as Jane and I were to have started, I determined to remain with Julia ;—[otherwise, the *indefinite past*.]

605 RULE CXLV. Never use the prior past tense of the dependent mode, first division, in dependence on *am* or *be*, except in the *indefinite-past* tense when you would express disappointment in relation to something mentioned ; as,

I *was to have accompanied* Henry to Europe ; but I was sick when he left. Helen *was to have arrived* earlier ; but the stage came by the other route ; and she was obliged to take private conveyance.

To—As an Accompaniment of the Asserter.

606 The word *to* may be called an “ *accompaniment*” of the principal asserter, from the fact that it often accompanies the principal, without changing its meaning ; as,

James was heard *to* say that he should quit business. [Here the meaning of the expression would be the same without, as with, the word *to*.—The idiom or usage of the language requires it to be used for the euphony of the sentence.]

607 The word *to*, as an *accompaniment*, becomes incorporated with the asserters, and sometimes acts the part of an auxiliar, and sometimes as a substitute asserter ; as,

I told James *to* start *for* home. He did not start for home ; but I told him *to*.

\* In the first example *to* is used as an auxiliar : for, take out *to*, as an ac-

608 RULE CXLVI. *To* should be used as a substitute asserter wherever it can clearly express the ideas intended; as,

Seth did not go to the store and return as fast as I expected him *to*. *a*

*a To*, thus used, is a substitute asserter, in the dependent mode, first division, and indefinite tense, depending on *expected*, and on the word *him*.

609 RULE CXLVII. Whenever the word *to* is used as an accompaniment and part of an asserter, no word should come between the word *to* and the other part of the asserter to which it is joined; as,

No measures were taken *to* amicably *settle* the matter. Seth was told *to* immediately go home. *Corrected*—No measures were taken *to settle* the matter amicably. Seth was told *to go* home immediately.

610 RULE CXLVIII. An asserter in the dependent mode, first division, should be used without the word *to*, when depending on *let*, used in the sense of *permit*; and when depending on *bid*, *see*, *behold*, *hear*, or *make*, used *transitively*; as,

I *let* the bird go. The bird *was let fly*. I *bid* John go home. I *saw* him start. *Behold* the sun arise. I *heard* Mary speak.\*

611 RULE CXLIX. An asserter in the dependent mode, first division, following and depending on *bid*, *see*, *behold*, *hear*, or *make*, used *receptively*, should have the word *to* joined with it; as,

John WAS BIDDEN *to go* home. He WAS SEEN *to start*. The sun WAS BEHELD *to arise* unclouded. Mary WAS HEARD *to speak*.

612 RULE CL. An asserter in the dependent mode, first division, following, immediately, or depending on, *need*, or *dare*, (not used receptively, or used without an objective word,) should not have *to* joined with it; as,

James *needs* not return to-night. I *dare* not go out this morning.\*

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companionment of *start*, and the word *start* would be in the commanding mode; as, I told John—*start* for home. In the second example *to* is used as a substitute asserter, standing to represent *start for home*; as, John did not start for home; although I told him *to*. — — —

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\* An asserter in the dependent mode, first division, should have the word *to* associated with it, when an extended phrase, coming between it and its subjective word, renders the *to* necessary, to avoid obscurity; as, also, when the use of *to* would render the expression more emphatic, or more euphonious. ¶ The next asserter after *have*, denoting *occupancy*, *use*, or *necessity*, has the word *to*, joined to it; as, I *had* a farm *to* raise my grain on; I *have* a man *to* assist me; I *had* *to* write two days. *Have*, denoting *cause*, has not *to*; as, I *had* Job go home. I *have* Henry write for Seth.



**613 RULE CLI.** An asserter in the dependent mode, first division, should have the word *to* joined with it, when it is used in dependence on *need*; or *dare*, used receptively; as,

James *was needed* to assist his brother. George *was dared* [challenged,] to proceed towards the tiger. *a*

*a* *Need*, meaning *in want of*, and *dare*, used in the sense of *challenge*, (whether used transitively or receptively,) should always have *to* joined to its following dependent asserter; but *need*, meaning *necessity*; and *dare*, in the sense of *venture*, should never have *to* joined except when the clearness or euphony of the sentence requires it.

**614 RULE CLII.** The word *to*, as an accompaniment and part of an asserter, should be used without repetition, in reference to, and connection with, as many principal asserters as clearness of expression will allow; as,

I requested Henry *to*  $\left\{ \begin{array}{l} \textit{take my carriage,} \\ \textit{go back to his father's,} \\ \textit{hand him the documents, and} \\ \textit{return immediately.} \end{array} \right.$  [See a similar principle mentioned in 561, p 344.]

**615 RULE CLIII.** Remember that an asserter depending on two or more singular direct subjective words, meaning different persons or things, yet jointly or unitedly considered, has the plural form; as,

"James and Henry *are* at home,"—the same as though I had said of the two persons, "*They are* at home."

**616 RULE CLIV.** Remember that the asserter, not in the commanding or dependent mode, must agree in its subjective terminations with its *direct*, not its *indirect*, subjective word; as,

*a* His *meat was* LOCUSTS. [Here *meat*, in the singular form, is the direct subjective word of *was*, in the singular form: while LOCUSTS, the indirect subjective, in the plural form, has no influence on the form of the asserter.]

*b* Locusts *were* his FOOD. [Here *locusts*, in the plural form, is the direct subjective of *were*, in the plural form: while FOOD, in the singular form, is the indirect subjective of *were*, but has no influence on its form.—[See notes *d*, *e*, p 234—*d*, p 235—*D*, *E*, p 236—*V*, p 237—†*A*, *B*, *C*, p 243.]

*c* Often, through ignorance, rather than carelessness, persons professedly learned in the language, blunder in reference to this principle, by making the asserter agree with its *indirect*, instead of its *direct* subjective word; as,

"The *apostrophe*" [*'*] "and *s*, (*'s*) is an ABBREVIATION for *is*," &c. —Bull. Grammar, (last edition,) p 17. "*Accuracy and expertness*, in this

exercise, is an important ACQUISITION.”—Bullions’ Grammar, (last edition, p 71.) [One might as well say, “his *friends* is his support.”]\*

## ADNAMES—ADJECTIVES AND ARTICLES.

617 Kinds : { Qualifying, Interrogative, Negative, <sup>a</sup> Modifying.  
 { Specifying, Exclamatory, Assertive, <sup>b</sup>

### Qualifying Adnames.

618 RULE CLV. Never employ a double or two-fold comparative, or superlative form ; as,

*Errors*—I never saw a *more* happier man than Henry. Julia is the *most* mildest and unassuming person I ever knew. *Corrected*—I never saw a happier man, &c. Julia is the *mildest* and *most* unassuming person I ever knew.

619 RULE CLVI. Place your adnames where they will refer to the right words, and produce the greatest effect ; as,

“The *righteous* man flourishes like a tree planted by the river’s side.” *Happy* man ! a nation will pronounce, with blessings, thy *honored* name. The wise man is *happy* when he has his own esteem : the fool, when he gains the applause of others. Jane is *wise* and *good*. She is also *happy*. *Great* is the Lord. [See Analytical Rule XII, part 1, p 250.]

620 RULE CLVII. Place your qualifying adname after the name to which it refers, when the adname is more intimately connected with what follows the name, than with what precedes it ; as,

I am provided with *money sufficient* for my expenses. The *man* was *old enough* to know his true interest. I have *work enough* to employ me a year—[not, I have *sufficient* money for my expenses. I have *enough* work to last me a year.]

621 RULE CLVIII. The simple substitute should always have its qualifying adname after it, except in exclamatory and interrogative expressions ; as,

James is contented. *He* is *active* ; *he* is *useful* ; *he* is *happy*. ‘How *happy* *he* who shuns the place where sinners love to meet !’

622 RULE CLIX. In comparing only two objects, use the comparative form of the adname—and the superlative when you would express the sense of the superlative in comparing three or more objects ; as,

\* For the forms of asserters, used in connection with *each*, *every*, *either*, *neither*, *and*, *or*, *nor*, &c. see Connectives, hereafter given.

Henry is the *older* (not *oldest*) of the two brothers. James is the *most* (not *more*) attentive of the three scholars, or the ten scholars.<sup>a</sup>

<sup>a</sup> *Old-er* is the proper comparative, and *old-est* the superlative of *old*, in common style; but *eld-er* and *eld-est*, (from the Saxon, *æld*,) are used in the grave, or scriptural style.

623 RULE CLX. Never use the superlative form of an adname in application to an object that is not included in the same class as the objects with which it is compared; as,

Professor R. is the *most* studious of all his pupils. [This would represent Professor R. as one of his own pupils, and the most studious of his pupils.]  
*Corrected*—Professor R. is *more* studious than any of his pupils.

*Adam*, the goodliest man,  
Of men, since born, his sons;  
The fairest of her daughters, Eve.\*—MILTON.

624 RULE CLXI. In using two or more qualifying adnames, to express the quality of one object denoted by a name, avoid the use of a specifying adname between the qualifying adnames; as,

James gave me a *sour*, *juicy*, and *beautiful* apple—[One apple having the three qualities of sourness, juiciness, and beauty.] George bought a *young*, *bay*, *very large*, and *well-disciplined* horse—[One horse, with the four qualities mentioned.]

625 RULE CLXII. In using qualifying adnames as adname substitutes, to represent different objects of the kind mentioned, use the name in the singular form, and *a*, *an*, or *the*, or a possessive word, before each qualifying word; as,

James gave me a *sour*, a *juicy*, and a *beautiful* apple—[Three different apples, each having one quality mentioned.] George bought a *young*, a *bay*, a *very large*, and a *well-disciplined* horse—[Four different horses, each having one quality mentioned.] *The* old and *the* new testament—[not the old and new testaments—or the old and new testament.] Such errors, very common, should be carefully avoided.

#### *Specifying Adnames.*

626 Kinds : { NUMERAL, ORDINAL, DISTRIBUTIVE,  
DEFINITE, AND INDEFINITE.

627 RULE CLXIII. When you would employ a numeral and an ordinal specifying adname, in reference to the same name, use the ordinal first in order, as the auxiliar; as,

“The choir will sing the *first three* verses.” The *last two* days of the month, I spent in New-York.<sup>a</sup>

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\* This would indicate that Adam was one of *his own sons*, and the goodliest one of them; and that Eve was one of *her own daughters*, and, in beauty, was peerless among her sisters, who were her own daughters! *Corrected*, (in sense)—“Adam, a goodlier man than men since born, his sons—fairer than any of her daughters, Eve”

*a* The word *three* is used to show *how many* verses, as a class, are referred to; and the word *first* to show in which part of the hymn the verses to be sung are found.

*b* *Every* is often used as an auxiliar to an ordinal adname; as, John gave me *every tenth* apple.

628 RULE CLXIV. When you would use a *name* and an *adname*, together, as *one principal* adname, *before* the name of the object mentioned; let the *name* in the adname phrase, be in the *singular* form; as,

Henry; hand me the *two-foot* rule. Seth; bring me the *ten-foot* measure. A *four-year-old* ox. A *three-mile* fence. A *three-foot* wall. A *four-rod* chain.*a*

*a* On this principle we talk of a *four-foot-ed* [not *feet-ed*] beast. A *six-wing-ed* insect.

*b* These combinations (*ten-foot*, &c.) are to be parsed together, as one part of speech, when they come *before* the name—as much as though they were joined by a hyphen. It makes no difference in the character of the combination, whether the hyphen is used; as, a *two-foot* rule—or is not used; as, a *two foot* rule. If we were to consider the words as separate or distinct, (one, as an adname, and the other as a mere name,) we should use the plural form of the name in the phrase; as, ten *feet*—not, ten *foot*.

629 RULE CLXV. When you would employ, together, a numeral adname, and a name, as *one auxiliar* adname, *after* the word denoting the object to be described, use the name in the adname combination, in the plural form; as,

The rule is *two feet* long—[*two feet* being auxiliar to the principal adname, *long*.] The measure is *ten feet* long. The ox is *four years* old.—The fence is *three miles* long. The wall is *three feet* high. The chain is *four rods* long.

630 RULE CLXVI. A numeral adname, used as a principal, should always determine the form of its name, except in circumstances mentioned by Rule CLXIV, and except where the name is defective; as,

*One man. Ten men. Fifty books. A dozen men, or twelve men.**a*

*a* The numeral adnames, employed as adname substitutes, must have the singular or plural form of the asserter, according to the sense; the same as the names *species, series, brace, couple, pair, span, yoke, party*, which have asserters correspond in form with the sense or meaning of the names.

631 RULE CLXVII. In using terms of multiplication, as, *twice one, ten times ten*, &c. let the asserter be always in the singular form, from the aggregate meaning of the direct subjective phrase; as,

*Twice one* is two. *Twice four* is eight. *Thrice, or three times three* is nine.*a*



*a* In such expressions, the entire phrase is the direct subjective of the depending asserter ; for *no one part* of the phrase would express what is meant. We do not mean that *twice*, merely, is *eight*, or that *four*, merely, is *eight*—but that *twice four*, taken together, as one number, is *eight*, or equal to *eight*. It may stand thus :

$$\begin{array}{c} 10 \\ \text{times} \end{array} \left\{ \begin{array}{l} \text{is } 120 \text{ --or } 120, \text{ (the number,)} \end{array} \right. \text{is} \left\{ \begin{array}{c} 10 \\ 12 : \end{array} \right. \begin{array}{c} 10 \\ 12 \end{array} \left\{ \begin{array}{l} \text{times--or times} \end{array} \right\} \text{is} \left\{ \begin{array}{c} \text{a hundred} \\ \text{twenty--} \end{array} \right\}$$

the whole being taken as one number.

632 RULE CLXVIII. In expressing what, in Arithmetic, are called *fractions*, let the ordinal adname, used as a substitute for the name *part* or *parts*, be singular or plural, according to the sense of the numeral belonging to it ; as,

$$\begin{array}{c} 2 \\ 21 \end{array} \left\{ \begin{array}{l} \text{two} \\ \text{twenty-firsts} \end{array} \right\} \text{not } \left\{ \begin{array}{l} \text{two} \\ \text{twenty-ones} \end{array} \right\} \text{or } \left\{ \begin{array}{l} \text{two} \\ \text{twenty-oneths} \end{array} \right\} . a$$

*a* Firsts is to *one*, just what fifths is to *five* ; as, five, fifth ; four, fourth ; three, third ; two, second ; one, first :

$$25, \begin{array}{c} 2 \\ 25 \end{array} \left\{ \begin{array}{l} \text{two} \\ \text{twenty-fifths} \end{array} \right\} ; 24, \begin{array}{c} 2 \\ 24 \end{array} \left\{ \begin{array}{l} \text{two} \\ \text{twenty-fourths} \end{array} \right\} ; 23, \begin{array}{c} 2 \\ 23 \end{array} \left\{ \begin{array}{l} \text{two} \\ \text{twenty-thirds} \end{array} \right\} ;$$

$$22, \begin{array}{c} 2 \\ 22 \end{array} \left\{ \begin{array}{l} \text{two} \\ \text{twenty-seconds} \end{array} \right\} ; 21, \begin{array}{c} 2 \\ 21 \end{array} \left\{ \begin{array}{l} \text{two} \\ \text{twenty-firsts} \end{array} \right\} .$$

633 RULE CLXIX. In distinguishing a particular page, chapter, section, hymn, or other thing, by its order, the ordinal adname should be used, whether it comes before or after the name ; as,

Page 22nd, or the 22nd page. The 27th hymn, or hymn 27th. *a*

*a* For convenience, in *printing*, the ordinal adname is printed like the numeral ; as page 22, or the 22 page—to be *spoken* as though printed page 22nd, or the 22nd page. When you would use the ordinal *after* the name, in particularizing a chapter, page, hymn, verse, lesson, &c. &c, omit *the* ; as in the examples.

634 RULE CLXX. In using the word *one* with a specifying adname, more extensive in its meaning, between *one*, and the following name, the intervening adname must determine the form of the name ; as,

James will give me *one* or *more* books when he returns. George will give Henry *one* or *two* apples. *a*

*a* In such examples, the word *one* is an adname substitute ; the same as though it occurred after the name ; as, Mary will give Harriet *one* or *two* books—or, Mary will give Harriet *two* books or *one*.

635 RULE CLXXI. When you mean several objects of one kind, let the name agree in form with the last adname before it ; and *the*, or a possessive word be used before

that adname, and before the others as adname substitutes ; as,

Let the choir sing *the first, second, and the last two* verses of the hymn. Let John read *the first two verses and the last* of that chapter. The choir may sing *the first two, the fifth, and the last verse*. George Wilmot's *first, second, and his third daughter* were at the concert. The corner of *Washington street*, and William—or, at the corner of *Washington, and William street*—[the last name *Washington*, with a comma (,) after it, being a definite specifying adname, used as an adname substitute for the name *street* : while the word *William* is a definite specifying adname, belonging, alone, to the name *street*, in the singular form. It is common to say, erroneously, The corner of *Washington and William streets*—like my saying, I bought the *brick and the stone houses* : when I mean only one house of each kind—the brick, and the stone *house*.]a

a Where a series of adnames is thus employed, the possessive word, or the word *the* needs be used only before the first, and the last ; as,

Read, if you please, *the first, second, fourth, fifth, and the last* verse.

### *Distributive Specifying Adnames.*

636 RULE CLXXII. A distributive specifying adname, used as a principal, requires the name on which it depends to be in the singular form ; as,

*Every man. Each man. Either man. Every man.*

637 RULE CLXXIII. A distributive specifying adname, used as an auxiliar to a numeral adname, denoting several, may belong, with its principal, to a plural name ; as,

“The officer inspected *every hundred men*, as *they* were presented in battalions.”a

a A distributive specifying adname, acting as an adname, or adname substitute, may be used in reference to one of two objects, or any greater number ; as, ‘*Each man of the numerous party, was armed for the expected attack.*’ Here are ten books : and you may take *either* of them.

638 RULE CLXXIV. Never use *either* in the sense of *each, both, or all* ; as,

*Errors*—Flowers were blooming on *either* side of the path—[*each* side, or *both* sides.] ‘Fresh troops of the enemy were assembling on *either* side of us’—[on *both* sides of us or *all* sides,—front, flanks, and rear.]a

a *Each*, means *both, or all*, individually considered. *Either*, means any one of two or more, not *both or all*, of them at the same time ; as, *Each* of the ten books is yours. [This remark applies to all ; as, *All* of them are yours.] You may take *either* of the ten books. [This means any one of them.]

b *Either*, used as a modifying connective, in a sentence of permission, applies to each or all of the facts mentioned, and indicates that all of them may be done according to particular and corresponding circumstances ; as, “The word *what* may be used *either* as a substitute, or as an adname.”—[That is, it may be one part of speech in one place, and be the other in other circumstances.]

*c* For the forms of substitutes and asserters, used in connection with *each*, *every*, &c. see *Connectives*, hereafter given.

*Definite Specifying Adnames.*

639 RULE CLXXV. *The* should NOT be used as an adname before the name *man*, or *woman*, in the singular form, when all of the particular class are meant ; as,

“What is *man* that thou art mindful of him ?” “God made *man* upright.” While *man* proclaims his wrongs, *woman* conceals her sorrows and their cause.

640 RULE CLXXVI. *The* SHOULD be used as an adname before the name of any animal inferior to man, when the name is used in the singular form, to denote the entire genus or class of the animals ; as,

*The lion* is terrible. *The tiger* is fierce. “*The eagle* is the king of birds.”

“In constancy and nuptial love,  
I learn my duty from *the dove*.”

641 RULE CLXXVII. *The* should not be used before singular names (used in a *general* sense,) of sciences, professions, virtues, vices, crimes, drugs, medicines, minerals, geological principles, and vegetables, air, water, earth, &c.*a*

*a* [Let the teacher require the pupil to illustrate in reference to each class of things mentioned.]

642 RULE CLXXVIII. *The* should be used in preference to *this* or *that*, *these*, or *those*, when you would refer to objects before mentioned, without contrasting one with another ; as,

I met a person in the coach yesterday ; and I think Henry Jackson is *the* man. “Nathan said to David thou art *the* man”—[referring to the person characterized by a foregoing narrative.]


643 RULE CLXXIX. *The* should be used in preference to *this* or *that*, *these* or *those*, as an *adname*, when you would describe or distinguish a particular person or thing by the use of the adname and a connective substitute ; as,

*Errors*—John is *that* man *whom* I met. I brought home *those* apples *which* Henry purchased. “Number is *that* property of a noun by *which* it expresses one, or more than one”—Bullions’ Grammar, last edition, p. 12. *Corrected*—John is *the* man *whom* I met. I brought home *the* apples *which* Henry purchased. “Number is *the* property of a noun by *which*,” &c.

644 RULE CLXXX. *The* should be employed in ref-

erence to *this* or *that*, when we refer to a thing of which we have but one in common use, or which is often the subject of conversation; as,

James; go to *the* well for some water. George: will you hand me *the* ax? It is near *the* cistern. I want, also, *the* hammer, which is in *the* wood-house.

645 RULE CLXXXI.  *The* should be preferred to *this* or *that*, *these* or *those*, when, at table, we would ask for something without distinguishing between several kinds, parts, or parcels; as,

Will you hand me *the* castor? (not *that* castor.) Will you pass *the* butter?—(not *that* butter.) Will you pass *the* potatoes?—(not *these*, nor *them*! potatoes.)

646 RULE CLXXXII. Never use *them*, as a specifying adname; [in the sense of *the* or *those*;] as,

*Errors*—George: I would thank you for *them* books—*them* are books. *Corrected*—I would thank you for *those* books—or, for *the* books; if none but those you want are near the person, and you have been conversing concerning them.

647 RULE CLXXXIII. When *the* is not followed, immediately, by a qualifying or an ordinal adname, it should precede the name, or adname substitute, on which it depends; as,

*The* man. *The* two men. “One shall be taken, and *the* other left.”—*The* suspicious, and *the* quarrelsome, are the bane of domestic happiness.

648 RULE CLXXXIV. When *the* is followed, immediately, by a qualifying or an ordinal adname, used as the chief epithet or distinguishing term of the person or thing mentioned, *the* should stand, with the *other adname*, before or after the name; as,

“*The* Great Isabella—patroness of Columbus. *The* western country.—*The* Atlantic Ocean. *The* Allegany mountains.

Aristides *the* Just.  Phocion *the* Good.  George *the* Third. 

“*The* great deliverer—he,\* who, from the gloom  
Of cloistered monks and jargon-teaching schools,  
Led forth *the* true Philosophy, there long  
Held in *the* magic chain of words and forms,  
And definitions void.”*a*—THOMSON.

*a The*, thus employed, often becomes an auxiliary adname, limiting the meaning and application of the following adname, and the name, in combination.

\*Bacon.



649 RULE CLXXXV. Where *the*, and the indefinite specifying adname *a*, or *an*, are to be employed in the same sentence, in describing a particular object, use *the* in reference to the thing more particularly referred to; as,

I found *the* pocket-book of *a* traveller—[meaning some traveller not particularized.] Seth saw *a* part of *the* boat which was wrecked.*a*

*a* When a thing to be mentioned is the only one of the kind belonging to some other particular thing, *the* should be used in reference to both; as, *The* helm of *the* wrecked vessel was found on the coast.

*b* ¶ No general rule can be given to meet every contingency of style used in composition. The speaker and writer must bear in mind the general, and somewhat particular character of *the*, as contrasted with *a*, and use the two words in their respective places accordingly.

*c* ¶ For the use of *the*, as an auxiliary adname, see 396, and note *e*, p 251. For the use of *the*, as an auxiliary modifier, see 399, and note *e*, p 253.

650 RULE CLXXXVI. *This* and *that*, or *these* and *those*, (according to circumstances,) should be used in preference to *the*, when there is reference to one object or class of objects, contrasted with another; or when we point to some particular object in sight; as,

I prefer *this* book to *that*. Henry: will you hand me *that* book. Will you have *this* one, too? I prefer *these* apples to *those* which Ira bought.*a*

*a* When we would use an adname substitute instead of a name and a definite specifying adname, we should employ *this* or *that*, or *these* or *those*, with or without a connective; as, *those*, in the last example. I took *this* book and left *that* one. George: you may take *that* book, if you will let me have *this*.

651 RULE CLXXXVII. *This* and *that*, as principal adnames, should belong to names only in the singular form; as, *This* man. *That* man.

652 RULE CLXXXVIII. *This* and *that*, as auxiliars, may belong, with principals indicating plurality, to names in the plural form; as,

*This* hundred men were inspected in the morning. *That* dozen birds were sold for fifty cents.*a*

*a* *This* and *that* may belong to adname substitutes denoting plurality, when the objects are to be considered as a body, mass, or collection; as, *This* hundred were inspected this morning.

*b* When the several objects are to be considered, not as a body or mass, *these* or *those*, (not *this* or *that*,) should be used; as, *These* five men are sick.

653 RULE CLXXXIX. *These* and *those* should belong only to plural names and adname substitutes; as,

*These* books. *Those* books. *These* few. *Those* few. *These* sour apples; *those* sweet ones.

654 RULE CXC. *This* and *these*, as contrasted with *that* and *those*, whether employed as adnames or as substitutes, should be used to distinguish an object or a class of objects, near us, or last mentioned—while

655 RULE CXCI. *That* and *those*, as contrasted with *this* and *these*, should be used to distinguish an object or a class of objects distant from us, or first mentioned—and

656 RULE CXCI. *Former*, as contrasted with *latter*, should be used to distinguish what is first mentioned—and *latter*, contrasted with *former*, to distinguish what is last mentioned: thus—

EXAMPLES FOR THE THREE RULES.—*Forgiveness* and *revenge* are opposite principles. *That* conduces to social harmony and individual happiness. *This* tends to the destruction of both. *Truth* and *Righteousness* are perpetually at variance with Error and Vice. The *former* can no more harmonize with the *latter* than water can coalesce with fire. “*Males* and *females* were both called into the public service—*those* to defend the city, and *these* to attend the sick, and dress the wounds of the soldiers.”

#### *Indefinite Specifying Adnames.*

657 RULE CXCI. *A* and *an*, respectively used as principal adnames, may belong only to singular names and adname substitutes; as,

*A* man. *An* apple. George sold his brick house, and bought *a* stone *one*.

658 RULE CXCI. *A*, (not *an*), should be used before a word beginning with a consonant sound, [whichever syllable of the word may be accented;] as,

*A* house. *A* hundred men. *A* humble man.\* *A* historical fact. *A* university. *A* uniform. *A* large house. *A* high tower. *A* wise man.

*a* In such words as *union*, *university*, *uniform*, *Utica*, *Unadilla*, &c. the letter *u* has the consonant sound of *y*, [*yeeh*,] added to its own sound—[*u*, properly pronounced, as, *e-w*, *ew*:] the word *union* being pronounced as though spelled *yun-ion*, or *yewn-yun*.

659 RULE CXCI. *An*, (not *a*), should be used before a word beginning with a vowel sound; as,

*An* apple. *An* acre. *An* under-ground room. *An* hour glass. *An* honest man. *An* honorable employment.*a*

*a* For the use of *a* and *many*, as auxiliar adnames, see 396, and notes *b*, *c*, *d*, p 251.

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\* The author prefers sounding the *h* in *humble* and its derivative words, to regarding the *h* as mute, and pronouncing the word, *umble*.

660 RULE CXCVI. *A*, may be used as an auxiliar modifier to add to the meaning of the principal, and to change the sense from negative to affirmative, and thereby to soften the expression ; thus,

The victim of intolerance was *little* affected at the sight of the engines of torture. [This is but another manner of affirming a kind of negative.—It means that he was *not*, or was *scarcely*, affected at all :] but when I say,

The victim of intolerance was *a little* affected (or affected *a little*), at the sight of the engines of torture, it means that '*he was affected* in some degree ; the sentence being entirely affirmative to the full extent of the meaning of the words.

661 RULE CXCVII. *All*, as an adname, when referring to individuals, (persons or things,) merely, not events, requires a plural name, or adname substitute ; as,

*All* men are hastening towards the grave. *All* animals must die. 'Man, beast, bird, and insect—*all* were swept away.'

662 RULE CXCVIII. *All*, used as an adname substitute, meaning different events, not persons or things, may be used in an aggregate and singular sense ; as,

"The pumps were manned : the guns were thrown overboard ; and signals of distress were made : but *all was* in vain—the ship careened, and very soon went down."

663 RULE CXCIX. *One* may be used in contrast with *another* ; but *some* should not be used in contrast with *other* ; as,

*Errors*—*Some* person or *other* must do that work. *Corrected*—*Some* person must do that work, or *One* person or *another* must do the work.<sup>a</sup>

*a* *Some*, without *other*, is equal, in sense, to *one* and *another* ; as, *Some* person must have found my trunk—that is, *One* person or *another* must have found it.

664 RULE CC. *Such* should never be used in the sense of *so*, as an auxiliar adname ; as,

*Errors*—The stranger could not brook *such* a *brutal* affront. *Corrected*—The stranger could not brook *so brutal* an affront.<sup>a</sup>

*a* *Such* refers to a class or sort of objects—*so*, to the degree or extent of a quality of an object.

#### *Interrogative Adnames.*

665 RULE CCI. *What*, as contrasted with *which*, should be used when we would ask a general question in reference to persons, things, or events, without discriminating between several of the kind mentioned ; as,

*What* goods can you let me have ? *What* work has been done ?

666 RULE CCII. *Which*, as contrasted with *what*, should be used when we would discriminate between several things mentioned or referred to; as,

*Which* pen-knife do you prefer? *Which* work do you like best?—*Which* school do you attend.<sup>a</sup>

<sup>a</sup> Although *which* and *what* are the only mere principal interrogative adnames, yet *how* is frequently used as an auxiliar adname to vary the character of a question; as, *Heavy*, is this load? [A general question as to the weight of the load.] *How heavy* is this load? [The question is now more particular, and made so by the use of *how*.]

### *Exclamatory Adname.*

667 ¶ As *what* is the only *principal* exclamatory adname, a rule in reference to its use is deemed unnecessary. [See *How*, as parsed on p 278, and notes \**a* and *b*, p 175.]

### *Negative Adname.*

668 As *no* is the only *principal* negative adname, a rule concerning its use is deemed unnecessary. [See *No*, parsed on p 278, and note †, p 175.]

### *Assertive Adnames.*

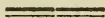
669 RULE CCIII. As assertive adnames give great life and force to sentences, by attributing actions, as qualities, to objects, they should be employed wherever it can be done consistent with elegance; as,

Now every passion sinks to rest,  
The *throbbing* heart lies still;  
And *varying* schemes of life no more  
Distract the *laboring* will.—CARTER.

### *Modifying Adnames.*

670 RULE CCIV. A modifying adname should have the form of a qualifying adname; as,

“Charity lays the rough paths of peevish nature *even*”—[not *even-ly*.]  
The road was made *straight*—[not *straight-ly*.] Henry rubbed the silver *bright*—[not *bright-ly*.] Mary seemed *fearful*—[not *fearful-ly*.]



## MODIFIERS—ADVERBS.

671 RULE CCV. Select your modifiers with respect to their meaning and the ideas to be communicated, and place



the modifiers where they will most directly qualify the words to which they more particularly refer ; as,

#### EXEMPLIFICATION.

*a* I, only, saw James last week. [This indicates that no other person saw James within the period mentioned. I might, or might not have conversed with him.]

*b* I only saw James last week. [This indicates that I did nothing in relation to him, except merely seeing him. Others might, or might not have seen him, and conversed with him ; but I merely saw him : and might, or might not, have seen others.]

*c* I saw only James last week. [This indicates that though I saw him, I did not see any one else. Others might, or might not, have seen him.]

*d* I saw James only last week. [This is ambiguous. It may mean that I saw James no longer ago than last week ; or it may mean that I did not see him at any time except last week.]

*e* I saw James last week, only. [This means positively that I saw James within the period mentioned, and at no other time.]

*f* I only intended to visit Henry. [This means that I only intended the fact mentioned—that I did not do the visiting.]

*g* I intended only to visit Henry. [This means that I intended to do nothing to Henry except visiting him—that I intended not to do any business with him.]

*h* I intended to visit only Henry—or Henry only. [Either of these would indicate that whatever else I might do to, or with, Henry, I intended to visit none but him.]

*i* ¶ The foregoing should convince the learner of the importance of attending, not only to the *individual* meaning of modifiers, but also to their *positional* meaning, or the meaning which they derive and impart from their *position* or place in a sentence.

672 RULE CCVI. The modifier *ill* should never have *y* added to make *illy*. [See notes *a*, *b*, *c*, p 184.]

673 RULE CCVII. *Right-ly* and *wrong-ly* should never be used *with* the *ly*, *after* the principal asserter ; or *without* the *ly*, *before* the principal asserter ; thus,

We should never say the work was done *right-ly*, or *wrong-ly* ; or that the work was *right* or *wrong* done. [Reverse the application.] *a*

*a* *Slow-ly* should never be used without the *ly* before the principal asserter to which it refers ; [and only when euphony will allow, should it be used with the *ly* after the principal asserter] ; as, We should not say, John was *slow* advancing with the work : but, He was *slowly* advancing, &c.

674 RULE CCVIII. In comparing only *two* facts or events, always employ the *comparative* form of a modifier ; and the superlative in comparing *three* or more events ; as,

*Errors*—Of those two boys, Henry visits us the often-*est*. Of the three,

William, Henry, and Seth, William visits us the often-*er*. [Correct, by reversing the application of the modifiers.]

**675 RULE CCIX.** Never use a two-fold or double comparative or superlative form of the modifier ; as,

James visits us *more* often-*er* than Henry does. Seth visits us the *most* often-*est* of the three boys. [Correct, by omitting either the *pre*-fixed words *more* and *most*, or the syllables *suf*-fixed, *er* and *est*.

**676 RULE CCX.** *Each*, as a modifier, though preceded by a plural name or substitute, has the possessive substitute immediately after it, in the singular form : *singly* and *respectively*, have the plural substitute immediately following them ; as,

The *men* took, *each*, *his* burden, and went on : or, The *men* took, *singly*, *their* burdens, and went on : or, The *men* took, *respectively*, *their* burdens, and went on : [or, using an adname, The *men* took *their* *respective* burdens, and went on.]*a*

*a* *Every*, and a name, are often used as a modifying phrase or modifier, and, as such, they have the individualizing influence of *each* ; as, They went, *every man*, to *his own* house : or, They went, *each*, to *his own* house : They went, *respectively*, to *their own* houses.

*b* The difference between *each* and *respectively*, may be exhibited thus :

“They [the disappointed lovers,] retired	{	<i>each</i> to a convent.”
		<i>respectively</i> to      convents.

**677 RULE CCXI.** A principal modifier, derived from a qualifying adname by adding *ly* to the adname form, or by exchanging *le* for *ly*, should lose its *ly* when preceded by an auxiliar ending in *ly* ; as,

James behaves civil-*ly* towards every one. James behaves truly *civil* towards every one. Helen writes elegantly. Helen writes remarkably *elegant*.

**678 RULE CCXII.** A name, with or without a preceding adname, may be used as a modifier when employed without a relative, merely to show the extent of a fact, or proportion of the fact mentioned, to the objects named ; as,

“I care not *a pin* for the applause of the mob.” “I do not care *five dollars* for that affair”—the same in relation, (not in meaning,) as, “I do not care *much* for that affair.” James sold his apples for fifty cents *abushel*. Henry receives twelve dollars *a month* [*monthly*] for his labor. He was offered three hundred dollars *a year* [*yearly*] for his services, if he would go South. [See 316, p 184.]

**679 RULE CCXIII.** *Home* may be used as a modifier to show the *tendency* or *direction* of an act ; not to show the place of remaining ; as,

John; go *home*. John went *home*. Helen sent her sister *home* with the parcel of letters.*a*

*a* When I say, Seth remains at *home*—James is near *home*—He will arrive *at home*, [not, will arrive *home*,] the word *home* is used as a name, merely, in the objective case, depending on a relative.

*b* *Home* may be used as a modifier after *been*, (with an auxiliar,) denoting one's going to, and leaving, his residence; as, Henry *has been home*. [See \*, p 152.] *Home* may not be used as a modifier after the asserter *arrive*.

## RELATIVES—PREPOSITIONS.

680 RULE CCXIV. Be careful to select your relatives according to their proper, established meaning, and the relations which you would express; as,

*Errors*—John; run to the store *after* a few pounds of sugar—[as though the sugar had just gone from the house to the store, and John must *run after*, or pursue it. In strictness, he is not told *to get* the sugar, but merely *to run after* it.] Correct, by using *for* in the place of *after*.

681 RULE CCXV. *Into* should be used to describe a motion or tendency to a *place within* something mentioned; and *in*, to describe a continuance there; as,

John went *into* [not *in*,] the house. He sat down *in* [not *into*,] the house.*a*

*a* When we use the name of the place *into* or *out of* which one is to go or come, the syllable *to*, (as *into*,) or the word *of*, (as *out of*,) should be used; as, James; come *into* the shop. George; step *out of* the path. But when the name of the place is not given, the *to* and the *of* should be omitted; as, James; come *in*. John; go *out*: these two words being used as modifiers.

682 RULE CCXVI. *Upon* should be used to describe motion or tendency *upward* to a place *on* something—and *on*, to describe a continuance there; as,

Julius went *upon* the platform. He stood *on* the platform. Henry sat *on* [not *up-on*] the fence, conversing with his neighbor, who was *on* [not *up-on*] his horse.

683 RULE CCXVII. *On-to*, (from *to* and *on*,) may be used to describe a motion or tendency *upward*, *downward*, or *horizontal*, to a place *on* something—and *on* should be used to describe a continuance there; as,

Hannah stepped *on to* the boat just as it was leaving the wharf. She remained *on* the deck of the boat till the boat was out of sight.

684 RULE CCXVIII. *To* should be used to describe a fact as extended *to* a place—and *at*, in describing a continuance there; as,

George went *to* his residence. He purposes to stay *at* [not *to*] home, this evening. James went *to* Utica. He is now *at* Henry's.

685 RULE CCXIX. In mentioning objects or facts in reference to countries, towns, villages, or cities, streets, and numbers of the houses, &c. use *in* before the name of the greater district or place, and *at* before the less ; as,

Helen is *at* Utica, *in* Oneida county. Julia is *at* Hartford, *in* Connecticut. John is *at* school *in* the village. Seth resides *at* 624, *in* Broadway, [street,] New-York.<sup>a</sup>

<sup>a</sup> Usually the relative before the name of the greater district is omitted, and the word *in*, used before the name of the less ; as, Julia is *in* Hartford, Connecticut—[both names being in the objective case, depending on *in*.]

686 RULE CCXX. When we use the name *friend* to denote a person willing to assist or aid, *to* should be used before the name of the object ; and *of* should be used when by *friend*, we mean an associate ; as,

I am a *friend* to real improvement. I am a *friend* to that young person ; and should be glad to see him in business. James is a *friend* of Seth and Robert ; and was of course invited to their party.<sup>a</sup>

<sup>a</sup> *A-down* is often used in the sense of *down*, as a relative : and *as regards*, in the sense of *concerning*, *with respect to*, or *of*.

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## CONNECTIVES—CONJUNCTIONS.

687 RULE CCXXI. *And*, as contrasted with *or*, or *nor*, should be used when we would indicate that a prior and a subsequent person or thing are to be regarded jointly or together, in the remark ; as,

James *and* Henry *are* at home. Julia and Eliza *are* sisters. I met Seth *and* George at the Fair. (*And*, means *both* or *all*, referred to.)

688 RULE CCXXII. *Or*, or *nor*, as contrasted with *and*, should be used when we would indicate that a prior and a subsequent person or thing are to be regarded separately or singly ; as,

James *or* Henry *is* at home. Julia *or* Eliza *is* to attend the party. John *or* George *was* at the Fair.

689 RULE CCXXIII. *And*, as contrasted with *but* and *yet*, and similar words, should be used when we would indicate a continuance in the circumstances of the narration ; as,



James was taken sick ; *and*, lingering some time, died. The army was fiercely attacked ; *and*, after fighting valiantly for some time, surrendered.

690 RULE CCXXIV. *But* and *yet*, and similar words, contrasted with *and*, should be used when we would indicate a change in the circumstances of the narration ; as,

James was taken sick, *but* he soon recovered. The army was attacked, *yet*, after hours of hard fighting, the assailants were driven back.

691 RULE CCXXV. Two or more singular names, denoting different persons or things, and connected by *and*, but not preceded by *each*, or *every*, require succeeding names, substitutes and asserters, referring to them, to be in the plural form ; as,

James *and* Henry *are* to visit us to-morrow. *They* will be here by ten.

692 RULE CCXXVI. Two or more singular names, denoting the same person or thing, though connected by *and*, require singular asserters referring to them ; as,

*My guide, my comfort, and my friend,  
Has slept to wake no more.*

“ The Father of his country is no more—the *warrior*, the *statesman*, and the *sage*, *has gone to his eternal rest.*”

693 RULE CCXXVII. Singular names, though connected by *and*, if preceded by *each* or *every*, should have the singular form of the substitute or asserter in the same simple sentence, or the same member of the compound sentence ; as,

*Every* OFFICER *and* SOLDIER was induced, by hunger, to think of *himself* only. *Each* SAILOR *and* SOLDIER *was seen* doing *his* duty, in saving the stores of the hospital.*a*

*a* Two or more singular names, in circumstances mentioned by the foregoing rule, have plural substitutes in the next simple sentence, or the next member of the compound sentence ; as, Every man, woman, and child was taken ; but *they* were all well treated by *their* captor. *They* remained in captivity some weeks : but *they* were finally liberated, and allowed to return home.

594 RULE CCXXVIII. Two or more singular names or substitutes, connected by *or*, *nor*, *not*, or *as well as*, should have singular names, substitutes, and asserters, in the same simple sentence, or the same member of a compound sentence ; as,

Neither John *nor* Seth *is* dishonest. Henry *or* Samuel *is* expected home to-night. George, *as well as* Horace, *is* at school.*a*

*a* In the next simple sentence, or the next member of a compound sen-

tence, the plural substitutes should be used ; as, Neither Harriet or Mary is averse to labor ; for *they* were early accustomed to do their own work.

695 RULE CCXXIX. *No, not, and never*, respectively require *or*, as the connective, after them ; as,

*No* gold or silver was found in the mine. We should *not* pretend to knowledge which we do not possess ; *or* be afraid to ask of those who are wiser than ourselves. We should *never* in youth do what can afterwards cause regret ; *or* forget, in age, that we have, ourselves, been young.<sup>a</sup>

<sup>a</sup> *No*, prefixed to a name to constitute a compound name, requires the same connective ; as, *No*-body will accompany you, *or* stay with me.

696 RULE CCXXX. Never connect, by *or*, or *nor*, two or more subjective words, relating to the same asserter, in the declarative mode ;\* if taken separately, each subjective word would require a different form of the asserter ; as,

Neither *you* nor *I* am or are well. Either *he* or *you* is or are to go home. *Corrected*—Neither *are you* well, nor *am I*. Either *he is* to go home, or *you are*. [The second asserters, thus used, are substitute asserters.]<sup>a</sup>

<sup>a</sup> In sentences made interrogative by the use of the interrogative mode, the asserter may have, relating to it, *two* or more subjective words of different characteristics : the asserter agreeing with the first subjective word, *direct* ; and the other being in the subjective, *indirect*, according to Analytical Rule I, part 2.

697 RULE CCXXXI. *What though, although, and though*, may, alike, be used as *suppositive terms*, (or terms introducing suppositive remarks ;) but *what though* is the strongest or boldest expression ; *although* is next in strength, and *though* is the mildest of the three ; as,

“ *What though*”  
     *Although*  
     *Though* } “ on homely fare we dine,”  
     Wear hoddin† gray, and all that ;  
     (Give fools their silks, and knaves their wine,)  
     A man is a man for all† that.—BURNS.

698 RULE CCXXXII. In employing *what though*, or *although*, and *though*, in succession, use *what though* or *although* first, and *though* last ; as,

*What though* not all of mortal offspring  
     Can attain the height of envied life :  
*Though* only few possess patrician treasures,  
     Or imperial state ; &c. &c.      AKENSIDE.

\* The negative compounds, *no*-thing, *no*-body, taken as entire words, are exceptions to the latter part of 182, p 102 ; but the mere names, without *no*, would not be exceptions.

† Coarse, home-spun. ‡ *For-all*, as here used, is a relative, with the ad-name substitute *that* depending on it. See 336, p 196.

699 RULE CCXXXIII. *If*, (not *though*, *although*, or *what though*,) should be used to introduce a condition—and *though*, *although*, or *what though*, (not *if*,) to introduce what is *supposed* and admitted, or conceded ; as,

*If* James will carry me home, I will give him a dollar. *If* Helen studies, she will improve. *Though* wealth may secure the comforts of life, it can not, of itself, secure happiness.<sup>a</sup>

*a* *Though* is to be used where that which is supposed, is admitted or conceded ; and *if*, where what is supposed, is not admitted or conceded ; as,

“ Even *though* James is perfectly innocent,” [this being admitted,] “ he may be in prison many months, from the inattention of the ministers of justice.”

“ Even *if* James is perfectly innocent,” (which may, or may not be true,) “ he may lie in prison many months from the inattention of the ministers of justice.”

*b* *If* may be used in the sense of *whether or not* ; as, “ I asked John *if* he had seen Seth. I inquired of him *if* he had met any one on the way. I asked Hannah *if* she would lend me her umbrella.

## INTERROGATIVES—ADVERBS.

700 RULE CCXXXIV. An interrogative should be used without other words following it and referring to the same fact, wherever it can express the ideas intended ; as,

James will visit New York and the states east of the Hudson. When ? We should detest vice, yet pity and seek to relieve its victims. Why ? (not Why should we ? or, Why should we do this ?)

## REPLIERS—ADVERBS.

701 RULE CCXXXV. A replier should be used alone, after a sentence expressing the interrogation, fact, or event, whenever it can, alone, give a full reply to a foregoing remark ; as,

John : will you injure William ? *No*—(not, *No* ; I will not, &c.) Will Henry stoop to deception ? *Never*—(not, *No* ; he will never stoop, &c.) Can mortal man withhold his thoughts from the all-pervading mind of his Creator ? *No*. Should speakers and writers, at all times, aim to improve the heart while they are endeavoring to inform the understanding ? *Certainly*. Can man annul any of his obligations to his Maker, his fellow-creatures, or himself ? *Certainly not*.

## EXCLAMATIONS—INTERJECTIONS.

702 RULE CCXXXVI. Place the exclamation immediately before the particular word, or phrase, or sentence, denoting the idea, or train of ideas which excites the emotion to be expressed ; as,

“ We are hastening—we are hastening,  
O HOW SWIFTLY, to our end.”

O who would leave this humble state  
For all the pride of all the great!—BURNS.

“ O Absalom ! my son ! Would to God that I had died for thee.”<sup>a</sup>

<sup>a</sup> *Adieu, Farewell, Good-bye, &c. &c.* as exclamations, are used without reference to any particular word employed in a sentence.

## PREFIXES AND SUFFIXES.

## 703 Prefixes.

*a* *A*, with its French meaning, signifies *at, on, or in*, that which is expressed by the other part of the word ; as in *a-shore, a-drift, a-float, a-sleep, a-board*.

*b* *Ad* usually signifies *to*, and often exchanges its *d*, for a letter of the same kind that begins the next syllable ; as in *ad-dict, ad-duce, ac-cede, af-fix, al-lude, an-nex*.

*c* *A*, with its Latin meaning, and *ab*, and *abs*, mean *from* or *by* ; as, *a-vert, ab-duce, ab-breviate, abs-tract*.

*d* *Con* means *with* or *together*, and frequently exchanges its *n*, for a letter of the same kind as that which begins the next syllable ; as, *con-nect, con-solidate, con-verse, col-lect*.

*e* *Contra* }  
          <sup>and</sup>  
*Anti*    } mean *against, or opposed to* ; as in *contra-dict, contra-vene, anti-republican, anti-slavery, anti-masonry, anti-dote*.

*f* *Dis*, means *to sever, separate, or thwart*, or the opposite of what the rest of the word indicates ; as in *dis-connect, dis-unite, dis-please, dis-relish, dis-appoint*.—[We may be *dis-appointed* of a thing by failing to secure or attain it ; and *dis-appointed in* a thing which we have obtained, by its being different from what we expected it to be.]

[*g* *Dis-connected*, means taken or separated from connection ; and *un-connected* means merely, *not connected*. The former in-



dicates that the thing mentioned *was once* connected. The latter does not ; but merely refers to its present state.]

*h E* and *ex* generally mean *out of*, or *from* ; as in *e-duce*, *e-ject*, *ex-tract*, *ex-communicate*.

*i Fore* }  
<sup>in</sup>  
*Ante* } mean *before* ; as in *fore-tell*, *fore-run*, *fore-see*, *ante-cedent*, *ante-date*, *ante-past*, *ante-diluvian*.

*j Ge* means *relating to the earth* ; as in *Ge-ography*, *Ge-ology*.

*k In* means *in*, *into*, *not*, or *against*, and frequently exchanges its *n* for *m*, or a letter of the same kind that begins the next syllable ; as in *in-nate*, *in-herent*, *in-dict*, *in-convenient*, *im-possible*, *il-lude*.

*l Ob* means *against* or *upon* ; and sometimes exchanges its *b* for another letter ; as in *ob-struct*, *ob-trude*, *op-pose*, *op-position*.

*m Pre* means *before* ; as in *pre-dict*, *pre-lude*, *pre-sume*, *prefer*, *pre-science*.

*n Re* means *again*, *back*, or *repetition* ; as in *re-sume*, *re-invest*, *re-turn*, *re-assume*, *re-ply*.

*o Se* means *aside* or *apart from* ; as in *se-duce*, *se-clude*.

*p Sub* means *under*, *from*, or *after* ; as in *sub-structure*, *subtract*, *sub-scribe*, *sub-terranean*, *sub-join*.

*q Super* }  
<sup>and</sup>  
*Sur* } mean *on*, *upon*, *above*, *over*, or *in addition to* ; as in *super-scription*, *super-scribe*,\* *sur-pass*, *sur-mount*, *sur-plus*, *sur-plice*, *sur-name*.

*r Trans* means *beyond*, *from*, or *from—to* ; as in *trans-Atlantic*, *trans-marine*, *trans-itive* asserters : [asserters denoting facts extended *from* the subjects *to* the objects.] See XXIII, p 32.

#### 704 *Suffixes.*

*a Able*, or *ible* means *capable of*, *liable to*, or *subject to* that which the first part of the word indicates, or to which it relates ; as in *tax-able*, *suffer-able*, *mov-able*, *eat-able*, *cred-ible*.

*b Ive* usually means *doing*, *denoting*, or *pertaining to*, that which the first part of the word indicates ; as in *impress-ive*, *per-vers-ive*, *indicat-ive*, *interrogat-ive*, *effect-ive*.

*c Ness* means *abundance* of the quality which the first part of the word indicates, or *consisting in* that quality ; as in *good-ness*, *wicked-ness*, *great-ness*, *slow-ness*. [See note *b*, p 58.]

*d Ion*,  
*Ing*, or  
*Ation*, } added to the primary form of the asserter, makes the name (abstract,) of the action which the asserter

\* See 492-3, p 329, and 495, p 330.

attributes to some person or thing ; as in *fabricate*, *fabricating*, *fabrication* ; *vindicate*, *vindicating*, *vindication* ; *dispute*, *disputing*, *disputation* ; *colonize*, *colonizing*, *colonization*.

*e Ize* denotes *making*, or *causing to be*, that which the first part of the word indicates ; as in *colon-ize*, *general-ize*, *particular-ize*, *Anglicize*—[to make or render *Angli*, *Anglo*, or *English*.]

*f Ity* is used to constitute the abstract name of the *quality*, or the *action* which the adname or the asserter attributes to a person or thing ; as in *prosper*, *prosper-ity* ; *perplex*, *perplex-ity* ; *ductile*, *ductil-ity* ; *flexible*, *flexibil-ity* ; *able*, *abil-ity*.

*g Ous* usually signifies *pertaining to*, what is indicated by the rest of the word ; as in *hazard*, *hazard-ous* ; *prosper*, *prosper-ous*.<sup>\*a</sup>

### 705 Prefixes and Corresponding Relatives.

ASSERTERS.	RELATIVES.	NAMES.	RELATIVES.
<i>A-vert</i>	from	<i>A-version</i>	to something.
<i>Ab-tract</i>	from	<i>Ab-tract</i>	of or from “
<i>Ab-duce</i>	from	<i>Ab-duction</i>	from “
<i>Ad-here</i>	to	<i>Ad-herence</i>	to “
<i>Ab-breviate</i> , to short- en by taking	} from	<i>Ab-breviation</i>	of “
<i>Ad-dict</i>	to	<i>Ad-diction</i>	to “
<i>Af-fix</i>	to	<i>Af-fixture</i>	to “
<i>Con-verse</i>	with	<i>Con-versation</i>	with “
<i>Con-nect</i>	with	<i>Con-nexion</i> or <i>Con-nection</i>	} with “
<i>Cor-respond</i>	with	<i>Cor-correspondence</i>	with “
<i>Con-cur</i> , with a per- son	} in	<i>Con-currence</i> , with one	} in “
<i>Con-fide</i>	in	<i>Con-fidence</i>	in “
<i>Ex-tract</i>	from	<i>Ex-tract</i> or <i>Ex-traction</i>	} of or from “
<i>E-ject</i>	from	<i>E-jection</i>	from “
<i>In-here</i>	to	<i>In-herence</i>	to “
<i>Ob-trude</i>	upon	<i>Ob-trusion</i>	upon “
<i>Op-pose</i>	to	<i>Op-position</i>	to “
<i>Re-turn</i>	to	<i>Re-turning</i>	to “
<i>Pre-fer</i>	to	<i>Pre-ference</i>	to “
<i>Re-ply</i>	to	<i>Re-plication</i>	to “
<i>Re-pose</i>	in	<i>Re-posing</i>	in “
<i>Se-cede</i>	from	<i>Se-cession</i>	from “
<i>Se-clude</i>	from	<i>Se-clusion</i>	from “
<i>Sub-tract</i>	from	<i>Sub-traction</i> , [of something]	} from “
<i>Super-scribe</i>	on	<i>Super-scription</i>	on “
<i>Trans-cribe</i> †	from	<i>Trans-cript</i>	} of “
		<i>Trans-cription</i>	} from “
<i>Trans-late</i>	from	<i>Trans-lation</i>	from “

<sup>\*a</sup> *§* More space can not be given to *prefixes* and *suffixes*. The student of the English language would derive advantage from studying “*Town's Analysis*,” or some similar work, to make himself familiar with the principles of derivation.

*b* For a critical knowledge of particular words, of nearly the same, yet different, meaning, the student should procure, and study with great care, “*Crabbe's Synonyms*.”

† The *s* of the last syllable [*scribe*,] is omitted, in the compound.

# PROSODY

706 Treats of Utterance, Punctuation, (including characters that are not regarded as letters,) the use of Capital letters, and Versification.

## PART I.

### UTTERANCE

707 Is vocal expression, and may be divided into two parts; Pronunciation, and Elocution.

### PRONUNCIATION

708 Regards the speaking of the sounds of letters, syllables, and words.

709 RULE I. Give each letter which is not mute or silent, its distinct sound; at least, so far as by the utmost care, it is possible to sound it distinctly in connection with others.\*

710 RULE II. Give each syllable of a word its own sound; yet do not give an equally full stress or accent to all; but allow one syllable to bear a greater stress of voice or force of utterance than another.\*

711 RULE III. In pronouncing, follow the accentuation of words as given by our best lexicographers; as,

*Ab-bre-vi-ate, com-mem-o-rate, col-lege, com-ple-tion.*

### ELOCUTION

712 Treats of the speaking of words, when arranged in sentences; and sentences, when arranged in a discourse.

713 RULE IV. Speak with perfect distinctness every word of a sentence, varying the emphasis of the different words according to the nature of the ideas which they present.<sup>a</sup>

<sup>a</sup> Give the full emphasis only to those words which form the more prominent features of a sentence or discourse.


714. The sense of the expression in some sentences can be varied by changing the emphasis from one word to another.

715 RULE V. Be careful to adapt the emphasis to the expression of the right idea.

EXAMPLES: *I saw William's father, where he had seen him.* [This would indicate that I saw William's father where William had seen him.] *I saw William's father where he had seen him.* [This would indicate that I saw William's father, where the father had seen William.]

\* Nothing can excuse the violation of these two rules; for however much the French and some other languages may allow the syllables of a word, and different words, to be blended, and their distinct pronunciation to be lost, the English language requires, in letters, and syllables, and words, a distinct articulation.

716 RULE VI. Speak with perfect distinctness, yet in a middle tone, the ordinary parts of a discourse ; and, as occasion may require, (and according to the sentiment,) elevate or depress your voice.\*

717  Be sure to let the emphasis be adapted to the sense—is the best direction that can be given for the utterance of words and sentences.\*

718 RULE VII. In reading poetry, give the full pauses of prose ; and in addition, make a pause of half the length of a comma at the end of each line that does not end with a comma or another pause ; as,

Oh ! many loved her—silent sadness *flows*  
In tears that fall where she will tread no more :  
Yet why, why, mourn ? In light, her spirit rose,  
By angels guarded, to a better shore.—G. MARTIN.

Of all the causes that conspire *to blind*  
Man's erring judgement, and misguide the mind ;  
What the weak head, with strongest bias, rules,  
Is pride, the never-failing vice of fools.—POPE:

Of rest, was Noah's dove bereft,  
When with impatient wing she *left*  
That safe retreat, the ark :  
Giving her vain excursion o'er, [over]  
The disappointed bird, once *more*  
Explored the sacred bark.—COTTON:

## PART II.

### PUNCTUATION

719 Is dividing sentences and separating the words of sentences, by pauses which show more clearly the closer or more distant relations of ideas or sentiments to each other.

720 The principal characters with which written sentences are marked, are

The Comma,	(,)	Interrogation,	(?)	Hyphen,	(-)	Section,	(§)
Semicolon,	(;)	Exclamation,	(!)	Caret,	(^)	Blank,	(—)
Colon,	(:)	Parentheses,	( )	Double comma,	(,,)	Asterisk and oth-	
Period,	(.)	Brackets,	[ ]	Index,	(℥)	er marks, (*†‡  )	
Dash,	(—)	Apostrophe,	(')	Paragraph,	(¶)	Brace,	({ })

### THE COMMA

721 Directs the making of a pause of a second in duration, or

\* The violation of these rules is productive of the worst consequences. The human mind is so constituted that it can not always be excited without cause : and whether a speaker is always sounding at the highest key of his voice, or in a middle, or un-

† See "The Comma," 721, above.



less, according to the nature of the subject, and the general slowness or rapidity of the speaker's delivery.

722 RULE I. Several words of any class, having the same relation, require a comma after each one which is not followed by a connective; as,

William, Henry, Seth and Ira were forward in all literary pursuits.

723 RULE II. When the words are very emphatic, the comma should follow even a word that has a connective after it; as,

"I am persuaded that neither principalities, nor powers; things present, nor things to come: nor life, nor death; will separate me from the love of God."

724 RULE III. When one name is given in addition to, and explanatory of, another name, a comma should follow each; as,

Patrick Henry, 'the Orator of Nature,' was the first elected governor of Virginia. "Child of the Sun, refulgent Summer, comes." *a*

*a* A general name, not emphatic, and not preceded by an emphatic word relating to it, should not be followed by a comma, if the name consists of one word, and stands before the word which it is used to explain; as, I met my friend Mr. PERKINS in Utica. I saw my brother JAMES WILSON at school. If the order of these names was reversed, commas would be used between them; as, I met Mr. Perkins, my FRIEND, in Utica. I saw James Wilson, my BROTHER, at school.

*b* A simple substitute, of the second person, followed by a general name of explanation, should not have a comma after it; as, "Ye WINDS that have made me your sport," &c. "Ye PRINCES, RULERS, all adore."

725 RULE IV. A name, or a substitute should have a comma after it when an asserter in the dependent mode comes between the name or substitute and its asserter in some other mode; as,

*Harriet, to accomplish all she has promised, must begin her task at once. "Bonaparte, wrapped in the solitude of his own originality, sat, grand, gloomy, and peculiar, a sceptered hermit, on the throne."*

726 RULE V. A name or substitute, followed by an adname or an appendant phrase, between that and its asserter, should have a comma after it, and one after the adname or the appendant phrase; as,

*Charity, DECENT, modest, easy, kind,  
Softens the high, and rears the abject mind.*

*Hiram, WITH HIS SISTERS, attends school. Harriet, ALONE, and pensive, turned to her studies.*

727 RULE VI. Any word, except a modifier or a connective, coming between a subjective word or phrase, and its asserter, requires a comma next before the asserter; as,

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der tone, the monotony can not fail to defeat the object in view: to lull the physical and mental powers, and deaden every feeling of interest which may at first have been excited by the subject of the discourse. All persons are taught by instinct that the modulations of the voice should be different in expressing the feelings of mildness, benignity, and affection, from those which it should assume when giving vent to sentiments or feelings of anger, ambition, boldness, or magnanimity.

The man whom John accosted, *has returned*. That gentleman, coming in the rain, *should be invited* in.

728 RULE VII. An emphatic modifier, coming between a word in the subjective case, and its asserter, or between the auxiliar, and the principal asserter, requires a comma before it, and another after it; as,

John is completely discouraged. He must, *consequently*, be very wretched. [Any emphatic modifier requires a comma after it.]

729 RULE VIII. Appendant phrases, or single words, when not standing in regular prosaic order, require commas after each of them; as,

“Then lambs, with wolves, shall graze the verdant mead;  
And boys, in flowery bands, the tiger lead.”

730 RULE IX. Words repeated, for the sake of greater emphasis, require a comma after each of them; as,

Never, no, never, will just Heaven accuse  
Her who for virtue, poor, can gold and fame refuse.

731 RULE X. A particular name, or a simple substitute, of the second person, should have a comma after it, when in the subjective case, and followed by a connective substitute; as,

*James, who*, while here, assisted his father, has gone out. ‘*Thou, who* dost mark the sparrow’s fall, avert the death of sin.’

732 RULE XI. A substitute phrase, in the subjective case, before an asserter, must be followed by a comma; as,

To be wise, good and useful, *is* the privilege and duty of all. To envy another’s talents, fortune, or lot, *is* to admit our own inferiority. To be good, *is* to be happy.

733 RULE XII. When a subjective word, *indirect*, follows the asserter of the subjective, *direct*, denoting a different person or thing, the indirect subjective should be followed by a comma; as,

“Faith worketh patience; and *patience*, experience; and *experience* hope.”

734 RULE XIII. Words following in couplets, or in triplets, should have a comma after each couplet or triplet; as,

James and William, George and Seth, Mary and Hannah, and Julia and Helen, are to be of the party.<sup>a</sup>

<sup>a</sup> When the words are very emphatic, a comma should follow the first word of each couplet, and a semicolon, the second; [see “the Semicolon;”] as, “Neither reward, nor toil, unpaid; nor hope, nor fear; nor ambition, nor ease; nor popular applause, nor public disgrace; shall ever cause me to do a wrong thing, or neglect a right one.”

735 RULE XIV. Different members of a compound sentence should be separated by a comma, when one member is not used to show the time or place of the fact expressed by the other; as,

James must go home, that George may return. Henry having gone West, it was necessary for Seth to remain at home.

## THE SEMICOLON, COLON, AND PERIOD.

736 The semicolon indicates a pause double in length of time to that of the comma.

737 A period is used at the end of a discourse ; or when occurring in a discourse, at the end of a sentence. The pause denoted by it, should be about five times longer than that of a comma.

738 The intermediate degrees between a comma and period, are marked by the semicolon and the colon ; the former being used when the pause to be made is nearer, in duration of time, to the comma, than to the period ; and the latter, when the pause should be nearer to the period than to the comma.

739 RULE XV. A name of the second person, and in the subjective case, direct, must have a semicolon after it ; as,

James ; study. Seth ; hand me that book. John ; hear me. Robert ; attend to your work.

740 RULE XVI. A word of the second person, in the independent case, standing before a sentence, requires a colon after it ; as, John : I saw your brother last evening.

741 RULE XVII. The period is to be used when the sentiment expressed by one sentence has not an immediate connection with that expressed by another ; as,

“He spake ; and it was done. He commanded ; and it stood fast.”

742 RULE XVIII. The period is to be used after each abbreviation of a word ; as, N. Y. S. C.

743 RULE XIX. The dash is to be used where there is an abrupt change or break in a sentence ; as,

“Give me both gold and ease to make me blessed.” Fool—sure am I, to think of bliss in these. Bliss must be—[yes, it must,] within myself, or not at all.

744 RULE XX. The interrogative sign is placed at the close of a direct interrogative sentence ; as,

William, where did you leave James ? Is Henry well ?\*

745 RULE XXI. The exclamatory sign is placed after an exclamation, or at the end of an exclamatory, or a very emphatic sentence ; as,

O Absalom ? my son ! O ! Liberty ! Alas ! I fear for life. See *on*, letter *n*, p 217.

746 RULE XXII. The parentheses include the expression of

---

\* In reading or speaking an interrogative simple sentence, beginning with an assertor, (either principal or auxiliar,) but not referring to a foregoing sentence, close it with a raised tone of voice. The falling inflection or tone is to close such a sentence beginning with any other part of speech.

something suggested by the train of remarks ; and which, although not absolutely necessary to the sense of the discourse, tends to throw some light upon the subject ; as,

Time is our best estate. On that, (which is our only hope,) hangs our present and future happiness.

747 RULE XXIII. The brackets are used to enclose explanatory remarks which do not belong to the chain of ideas or events, but may be necessary to a right understanding of a discourse ; as,  
 “A gigantic statue having been seen at the mouth of the cavern, it was resolved that we [the French consul and myself,] should pay it a visit.”

748 RULE XXIV. The apostrophe, in form like a comma above the line, is used in the place of some letter or letters ; as,  
 E'er, for ever ; ne'er, for never. [The vowels have the same sound as though the consonants were expressed.]

It is also used in making the possessive forms ; as, John's book.

749 RULE XXV. The hyphen is used to join two words ; as, church-yard ; or to keep distinct what should be separate syllables ; as, zo-ology, co-operation.

750 RULE XXVI. The caret is a sign to show where the words that are interlined must be read ; as,

last

John came some time during the week.

^

[The necessity of using this sign at all, shows great inattention.]

751 RULE XXVII. The inverted double comma, and the double apostrophe, as a sign of quotation, include words that have been taken from another author ; as,

“Do to others, as ye would that they should do to you,” is termed the Saviour's Golden Rule.

752 RULE XXVIII. Where you quote from a quotation, use only a single comma and apostrophe.

753 RULE XXIX. The index or hand, (☞) directs the reader to some remark worthy of particular attention.

754 RULE XXX. The paragraph (¶) stands at the beginning of a new subject. [This is used almost exclusively in the old editions of the Bible.]

755 RULE XXXI. The sectional sign (§) is placed, as in law books, at the beginning of a section.

756 RULE XXXII. The blank, or ellipsis, (—) is used where either some of the letters of a word, or some of the words of a sentence, are omitted.

757 RULE XXXIII. The hiatus (\*\*\*) is used to indicate the omission of one or more sentences of a discourse. [See p 384.]



758 RULE XXXIV. The asterisk (\*) and other marks (\*†‡||) refer the reader to the margin, or bottom of the page, for some explanatory remarks.

759 RULE XXXV. The brace (~~~~) includes words expressing several matters or things which sustain a like relation to something else.

### CAPITAL LETTERS.

760 RULE XXXVI. The substitute I, and the exclamation O ; the first word of every sentence in prose, and the first word of every line in poetry, should begin with a capital ; as, also, the names used to particularize the Deity : and all other particular names ; including the names of the sciences ; as, Grammar, Geology, Astronomy : adnames derived from particular names ; as, Parisian, English : \**a* and the important words constituting the names of theories or essays ; as, " Dyckman's Manual," " English Reader," " Christian Pattern," and the names of other things when used very emphatically ; as,

" Know, then, thyself ; presume not God to scan :  
The proper study of mankind is Man."


and every quotation following a colon ;


Always remember this maxim : " Time is our best estate."

### 761 Important Directions.

Write your piece, whatever it may be, in the same style that you would speak it.

Read the piece as you would speak it, yourself, in conversation, or public declamation—and

Having learned the *time* and *influence* attached to the foregoing marks,  *punctuate* the piece so that a stranger, by following the directions which your punctuation would give, would *read* the piece, just as you would *speak* it. *a*

*a*  The foregoing three general rules, carefully studied and obeyed, will be of more benefit than all the rules before them, would be, without these.

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\**a* The following are exceptions : Adnames derived from the names of the cardinal points ; as, *East, West—eastern, western*—Adnames derived from the names of the four seasons ; as, *Autumn, Winter—autumnal, wintry* : and adnames derived from the names of the different sciences ; as, *Grammar, Geology—grammatic, grammatical—geologic, geological*.

*b* *Grammatic* should be used to mean, relating or pertaining to Grammar ; and *grammatical*, to mean, according to the principles and rules of Grammar. " A *grammatic* blunder," is a correct phrase—while " A *grammatical* blunder," would be a contradiction in terms ; and would be really a *grammatic error*—an error considered in relation to Grammar.

## PART III.

## VERSIFICATION

762 Has been regarded as a part of Prosody ; not so much from the supposition that directing a person how to become a poet is a part of grammar ; as from the fact that, with respect to the choice and arrangement of words, greater attention is necessary in poetry than in prose. The sum of this part of Prosody may be given in few words.

## RHYME

763 Is the correspondence, in sound, of the closing part of one line with that of another ; as,

“ The” grog-er\* “ murders child and wife :  
Nor matters it a *pin*,  
Whether he stabs them with his *knife*,  
Or starves them with his *gin*.”<sup>a</sup>

<sup>a</sup> Here, the *third* line is said to rhyme with the *first*, and the *fourth* with the *second*.

## A FOOT,

764 In poetry, consists of one accented syllable, and the unaccented ones, sounded in immediate connection with it ; as,

Let *not* | this *weak* | un-*know* | ing *hand*,  
Pre-*sume* | thy *bolts* | to *throw* ;  
And *deal* | dam-*na* | tion *round* | the *land*,  
On *each* | I *judge* | thy *foe*.—POPE.

## GENERAL DIRECTIONS.

765 Be careful to have the corresponding lines of a stanza agree as to the number of *feet* in them ; and the number and order of the unaccented syllables, which, with the accented one, compose each foot—and

Be sure to arrange your words in such a manner as not to render it necessary to accent or emphasize syllables or words, in poetry, as they should not be pronounced in prose ; and make the last foot of each line rhyme with the last foot of its corresponding line ; as,

Here *lies* a poor *youth* who called *drink*-ing his *bliss* ;  
And was *ru*-ined by *say*-ing, ‘ What *harm* is in *this* ?’  
Let *each* passer-*by*, to this *er*-ror, at-*tend*,  
And *learn* of poor *Dick*, to re-*mem*-ber the *end*. a---H. MORE.

<sup>a</sup> These words, in poetic measure, require only the accent and emphasis that they would require in prose composition. Thus ;

Here *lies* a poor *youth*, who called *drink*-ing his *bliss* : and was *ru*-ined by *say*-ing, ‘ What *harm* is in *this* ?’ Let *each* passer-*by* at-*tend* to this *er*-ror ; and *learn* of poor *Dick*, to re-*mem*-ber the *end*.

---

\* One who sells intoxicating drinks, as a beverage.

## ERROR :

\* \* \* \* \*

Or sunset, streaming through a gothic sky-light,  
Or distant lightning, on the horizon *by* night. *a*---BYRON.

*a* Here it is seen that the relative *by* is forced into a place where emphasis should be given; while yet, in itself, it has no claim to emphasis.

## RHETORIC

766 Treats generally and particularly of the adaption of words to the expression of ideas; and allows words to be used different from their strict literal meaning.

## PART I.

767 ORTHOGRAPHY treats of the nature of separate, distinct sounds, with letters as their signs:

768 ETYMOLOGY treats of the nature of words as representatives of ideas, their classification, changes, and derivations:

769 SYNTAX treats of the choice, arrangement, and relations of words, in sentences:

770 PROSODY treats of the pronunciation of the sounds of letters, words, and sentences; the pauses or rests, between words and sentences, and other matters pertaining to the modulations of the voice; and versification: while

## RHETORIC

771 Sits as supervisor of the whole, giving directions for the combination and use of all the constituent principles of the language; adapting them to the attainment of the objects of communication.

772 The grand requisite for the attainment of this end, is a *good taste*, or such mental and moral acquirements as shall enable us to discern, on all occasions, what language is best adapted to engage the attention; to enliven the imagination; to inform and convince the understanding; to move the heart; and thus to control the will, and guide the actions of men.

773 The first step towards the formation of a good discourse, is a thorough knowledge of the subject on which we would speak or write; its traits in the abstract; its effects, immediate, collateral, and contingent, on the various departments of life; and

particularly its adaptation to the circumstances of the community whose members we would address ; together with a consciousness, in ourselves, of the importance of the subject of the essay.

774 For the right expression of a discourse, nine principles should be carefully regarded : viz. *Perspicuity, Precision, Purity, Fullness, Propriety, Union, Harmony, Strength, and Euphony.*

PERSPICUITY

775 Consists in clearness of expression, or freedom from any thing like obscurity. It is the prime principle of Grammar ; one which can not, on any account, be violated with impunity.\*

776 RULE I. Choose and arrange both the words and sentences of a discourse in such a manner that their signification shall be distinct ; that their relation to, their influence and dependence on, each other, may be so clear and determinate that the meaning of the whole shall be obvious at the first view.

ERROR :

“Hail, holy light ! offspring of Heaven, first born,  
Or, of the Eternal, co-eternal beam !  
May I, unblamed, express thee ?

\* \* \* \* \*

Or hearest thou, rather, pure ethereal stream,  
Whose fountain who shall tell ?”

PRECISION

777 Consists in making every expression have some direct point and bearing. [This is opposed to ambiguity.] It renders the meaning and intention of each remark obvious and certain ; and by that means gives force to the sentiment itself.

778 RULE II. Choose and arrange words in such a manner that, while the intended meaning shall be perfectly obvious, no other can possibly be drawn from the expression. [This always may, and always should be done.]

ERRORS :

The retreat of General Macdonald was followed by the seizure of his dominions by the king of Naples.—*Alison.* [Whose dominions ? This sentence represents them as being the *general's* ; though we learn from the whole history that they were really the *king's* dominions, re-taken by the king.]

“The list of questions subjoined at intervals is not intended for the use, much less for the *direction*, of the teacher, who, if competent, will always put such questions to the pupil as will enable him to ascertain whether he understands what he has studied, or to draw his attention to any particular

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\* To speak or write, without being able to represent our ideas in such a manner as to render them intelligible, would be, to defeat the very object which we have in view.



point which he may wish to illustrate.”—*Bullions’ Grammar*, (last edit.) p 7. [Which is meant, the teacher, or the pupil, by the words *him*, *he*, *he*, *his*, *he* ?]

#### PURITY

779 Is opposed to the use of words which are not embodied in the English vocabulary ; and which, of course, can not be understood by those who understand only the English language.

780 RULE III. Use no words but those which belong to the English language, and are, in fact, English words : or those which are so derived from English words that their affinity to them will leave no doubt of their signification. *a*

*a* The use of foreign and obsolete words can not be too severely censured. Such words, for example, as *maun*, *ween*, *non-chalance*, *pari passu beau monde*, *sang froid*, and hundreds of others that abound in our falsely-termed *first rate* papers, and other literary productions.

*b* When an idea shall be conceived which the English language can not represent, we may use words of other languages, if we explain them.

#### FULNESS

781 Consists in expressing every idea, to be communicated, by some word appropriately chosen and arranged to represent it : so that a sentence shall not be weakened by having any word in it overtaxed, in being made to represent too much.

782 RULE IV. Let every idea be denoted by an appropriate word ; so that a sentence may be a full and perfect representation of the sentiment to be expressed.

#### ERRORS :

Think not with wind of airy threats

To awe — whom yet with deeds thou canst not.—MILTON.

To whom our great progenitor — Thy words,  
Attentive, and with more delighted ear,  
Divine instructor, I have heard.—IB.

#### PROPRIETY

783 (*a*) Consists in using, according to their individual meaning, the words by which a sentiment is to be expressed—in

(*b*) Avoiding all vulgarisms, or low words and phrases ; as, “ *get away*,” “ *he’s a good fellow*,” “ *that’s too bad, any how*,” &c. &c.—in

(*c*) Avoiding the use of unnecessary words ; as, George slipped *up* and fell *down*—in

(*d*) Avoiding the use of *two* negatives in a sentence when we wish to express simply a *negative* ; as,

Helen will *not* return to-night, I do *not* believe. In this example, the

two words, *not*—*not*, make the sense *affirmative*, the same as though neither of them had been used, thus: Helen *will* — *return* to-night, I *do* — *believe*. ¶ In English, we must first *affirm*, to make a *negative*; as, Helen *will* [not] *return* to-night, I *do* [not] *believe*.—[Except when the subjective word has the negative sense connected with it; as, “*No man* can give to God a ransom for his brother.” “*Nothing* has been done to recompense the laborer’s toil.”]

(e) Two negatives are sometimes elegantly employed to express the affirmative sense; as, I was *not un-mindful* of my duty. I hope Jane will *not be in-attentive* to her studies.

(f) Avoid (when you can) using the same word twice, with different meanings, in the same sentence; as, “The architect determined to continue *building* till the new *building*” [edifice] “should be finished.”

(g) Never allow the relative *with*, to exert the pluralizing influence of *and*; as, *James, with* his friends, *was* [not *were*,] to visit us. *Helen, with* Julia and Maria, *is*, [not *are*,] to attend the party—or, Helen, Julia *and* Maria *are* to attend, &c.

(h) Avoid all contractions of words: as, *haint*, for *has not*, or *have not*; *can’t*, for *can not*; *couldn’t*, for *could not*, &c.

(i) Never allow any word except an adname, to come between a simple direct possessive word, and the name or term denoting the thing possessed.

(k) Use words in the forms, order, and relations which the idiom of the language requires.

784 RULE V. Study the language, and the Grammar of the language, in all their parts and principles, and express your ideas with dignity, and clearness, according to the idiom of the language.

#### ERRORS:

“The *s* after the apostrophe is omitted, when the *first* noun has the sound of *s* in each of its *two last* [*last two*] syllables, and the second noun begins with *s*.” Bullions’ Grammar, (last edition,) p 105. “Six times fifteen *are* [*is*] ninety.”—Goold Brown’s Grammar, (last edit.) p 54. “*Moses’s* rod,” G. B. p 277—[*Moses’* rod.] “You are now about to *enter upon* [*commence*] one of the most useful and interesting studies,” &c. &c. Kirkham’s Grammar, (last edition,) p 13. “Although there are a *vast many* [*very many*] male children in the world, each one may be called by the general name of *boy*.” Smith’s Gram. (last edit.) p 9. “*If* [*though*] this man is poor, he pays his debts.” “*If* [*though*] newspapers are sometimes scurrilous, they are, nevertheless, vehicles of much information.” From “Examples for parsing and *imitation*,”! in Hazen’s Grammar, (last edition,) p 217. “They were met by the little corporal’s (as he was called,) troop.” [The troop of the little corporal, as he was called.] “What went

ye out *for* to see ?” I went home *in order* to visit Henry. [Omit *for*, and *in order*.]\*<sup>a</sup>

## HARMONY

785 Consists in giving a just proportion and symmetry to a sentence or discourse.

786 RULE VI. Assume, as the basis of the discourse, that which is either admitted without proof, or that which is capable of being proved ; and so arrange and unite the parts of the sentence or discourse, that, like a properly constructed edifice, its weightier matters shall rest, for support, on the more substantial parts of the substructure, or foundation ; that every part, perfect and proportioned, in itself, shall be so united with the predominant trait, as to form a just proportion of the whole ; and thereby give to the sentence or discourse,

## STRENGTH.

787 Strength is the result of the combined influence of Perspicuity, Precision, Purity, Fullness, Propriety, Union, and Harmony.

788 RULE VII. Be sure to arrange the words of a sentence, and the sentences of a discourse, in such a manner that while the leading feature shall be obvious, all the qualifying or auxiliary parts shall be placed in close connection with those which they are tended to explain ; as,

*Errors*—“ Nature tells me that I am the image of God, as well as Scripture.” “ He was born in April, 1775, just three days after the battle of Lexington, in New York.” “ The young gentleman died of a lingering and painful disease, and was buried in the College Cemetery ; whom the general had intended for the army.”†

*Corrected*—“ Nature, as well as Scripture, tells me that I am the image of God.” “ He was born in New-York, in April, 1775 ; just three days after the battle of Lexington.” The young gentleman whom the general had intended for the army, died, of a long and painful disease ; and was buried in the College Cemetery.

## EUPHONY

789 Consists in the pleasing variety, and flow of the sound

\*<sup>a</sup> When an asserter in the dependent mode, first division, is used after words expressing any of the different emotions, this asserter and its attendant words, show the cause of these emotions ; as, I *regret to hear* that you are sick. I am *glad to learn* that Helen is to accompany George to the Falls.

*b* When the asserter in the dependent mode, first division, is used after words expressing mere facts, not emotions, the asserter is sufficient, of itself, to express *intention or design* ; as, I went home *to visit* Henry. I staid there *to see* George.

*c* The asserter in this mode may be used to express a mere co-incidence of events ; as, James arrived just in time *to witness* the ceremony.

† All the strength of these sentences is lost by the *mis*-arrangement of the words. Such is often the effect of the wrong arrangement of sentences in a discourse.

with the sentiment, produced by a selection of words, whose sounds, when separate, and when combined, are in unison with their ideas.\*

790 RULE VIII. Select your words not only in reference to their *meaning*, but also in reference to the effect of the *sounds*, when the words are spoken in connection with others.

791 RULE IX. Avoid using, in close and unpleasant connection, words of similar syllables, or syllables of similar sounds ; as,

“These differences in valuation may also be increased by the inclination, which, without the slightest imputation on their honesty, may arise on the part of the appraisers,” &c. &c. President’s Message, of Dec. 1841. “I presume that the *preceding* part of the *preliminaries* was not intended as a *prelude* to what followed.”—*Newspaper*.

## PART II.

### FIGURES OF RHETORIC, RULES FOR THEIR USE, &c.

792 The varieties of representation which, in Rhetoric, are called *Figures*, are twelve in number : Simile, Contrast or Antithesis, Reversion or Metonymy, Synecdoche, Personification, Interrogation, Irony, Hyperbole, Imagery or Vision, Apostrophe, Exclamation, and Climax.

#### SIMILE

793 Treats of the resemblance of things in their design, character, or effects. It is divided into three parts, Comparison, Metaphor, and Allegory.

794 COMPARISON is used to show the quality or character of one object or event, by exhibiting its resemblance to another which is well understood : as,

“How sweet are thy words to my taste ! They are sweeter than honey in the honey-comb.”

“A soul, immortal, spending all her fires,  
Wasting her strength in strenuous idleness,  
Thrown into tumult, raptured, or alarm’d,  
By aught Earth’s scenes can threaten or indulge,  
Resembles ocean into tempest wrought,  
To waft a feather, or to drown a fly.”

795 RULE I. Never compare things whose resemblance in

\* However near perfection a sentence or discourse may be when otherwise formed, if it is not constructed according to the principles of euphony, it is, at best, imperfect. Prose, to be perfect, must have, exercised, the same regard to the accent of syllables, emphasis of words, and the number of their syllables, which it is necessary we should have in poetry. In short, make your poetry the perfection of prose ; and give your prose, the life, beauty, and euphony of poetry.



form, action, character, or effect, is not obvious at the first glance of the mind.\*

796 A METAPHOR consists in the use of one thing for the representation of another whose character or effect is strikingly similar ; as,

Washington was the *main pillar* of American Independence. ‘I was *eyes* to the blind ; and *feet* was I to the lame.—*Job*. The Lord is my *rock* and my *fortress*. He is my *deliverer* ; he is my *buckler* ; the *horn* of my salvation, and my *high tower*. [See 1, 4, of Section V, p 296.]

797 RULE II. Never blend a literal and a metaphorical expression ; or use two metaphors of a different character in the same expression ; as,

Trothal went forth with the stream of his people ; but they met a rock ; for Fingal stood unmoved. Broken, they rolled back from his side. Nor did they roll in safety, for the spear of the king pursued them.†—OSSIAN.

I bridle in my struggling muse with pain,  
Which longs to launch into a bolder strain.‡—ADDISON.

The billows writhe in agonizing play.—MONTGOMERY.§

798 An ALLEGORY is a continued metaphor, or a narration of some event or fact which has a resemblance in all its bearings and dependencies to the one which it is brought to illustrate ; as,

“Thou hast brought a vine out of Egypt : thou hast cast out the heathen,|| [bramble,] and planted it. Thou preparedst room before it ; and didst cause it to take root ; and it filled the land.” [The parables of the New Testament, Æsop’s Fables, and such writings, are allegories.]

799 RULE III. Never use an allegory which does not represent a matter, that, in its connections, has a clear assimilability to the subject which is to be illustrated by it ; or blend an allegorical and a literal expression.

#### CONTRAST OR ANTITHESIS

800 Is placing in opposite lights, objects which are really dissimilar, that the effect to be produced by contemplating their qualities, may be heightened. [We compare things which are *simi-*

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\* Comparing things whose resemblance is not obvious, always tends to weaken, rather than strengthen, the expression.

† Here, the spear of the king, [literal,] represented as pursuing the waves, [metaphorical,] seems perfectly ridiculous.

‡ Here, by a mixed metaphor, the muse is represented, first, as a horse ! [a most clumsy figure at best,] and next, and immediately afterwards, to carry out that figure, as a ship, and that ship, by personification, in a situation not to be allowed, represented as *longing* to launch into a *strain*, even while regarded as a ship.

§ This is a strangely inconsistent expression—to represent the billows as writhing in agony when playing as a child.

|| *The Heathen*, here used literally, is a defect in the figure ; for the heathen are represented as being cast out, to make room for the vine.

*lar* ; we contrast things that are *unlike*, or *dissimilar*. We compare *purple* and *red*—we contrast *black* and *white*.]

'The wicked are overthrown, and are not ;	} but {	The house of the righteous shall stand.'
'The sacrifice of the wicked is an abomination to the Lord ;	} but {	the prayer of the pure is his de- light.'
'Truth, crushed to earth, will rise again ;		But error, wounded, writhes in pain ;
The eternal years of God are hers ;		And dies amid his worshippers.'

#### REVERSION OR METONOMY,

801 Is so reversing words as to use the name of one thing, while we mean another thing connected with it ; as, putting the cause for the effect, the container for the thing contained, the author for his work ; as,

Which *dish* do you prefer ?—[meaning, the *food* of which dish.] Jackson was the *salvation* of New-Orleans. The *chair* gave the casting vote. The President convened both *houses* of Congress. The *city* was alarmed. The *country* was aroused. The *land* plows hard.

A *Deity* believed, is *joy* begun ;  
A *Deity* ador'd, is *joy* advanc'd ;  
A *Deity* belov'd, is *joy* matur'd.—YOUNG.

#### SYNECDOCHE

802 Is a figurative expression by which a part of any thing, or class of things, is used to represent the whole ; or the whole to represent a part ; as,

"Humble yourselves under the mighty *hand* of God." "Into thy *hand* I commend my spirit." "He has no *roof* to shelter him from the storm."

"Not *she*,\* with traitrous kiss, the Savior stung :  
Not she denied him with unholy tongue :  
She, while Apostles shrunk, could danger brave—  
Last at the cross, and earliest at the grave."

#### PERSONIFICATION

803 Is giving, (in imagination,) life, reason, and action, to inanimate objects ; as,

Eternal *Hope* : when yonder *spheres* sublime,  
Peal'd their first notes to sound the march of *Time* ;  
*Thy* joyous *youth* began ; but not to fade,  
When all the *sister planets* have decayed.—CAMPBELL.†A

\* *She* is a substitute for the name *woman*, in the singular form, and used to represent all woman-kind.

†A Objects, grand, and those which are terrific, are usually represented as males ; and those which are more lovely, or pleasing to the mind, are represented as females.

*Winter* is represented as a male ; the other seasons as females :

The *oceans* and *seas*, as males ; the *earth* as a female :

The *sun*, as a male ; the *moon*, as a female :

*Error* and *vice*, as males ; *truth* and *virtue*, as a female :

*War*, as a male ; *peace*, as a female ; as

[See over]

804 RULE IV. Whenever objects are personified, use the substitutes (when any are to be used,) which are applicable to persons; and in addressing a single object, personified, as though by a particular name, write the name with a capital letter.

805 RULE V. Never, in any circumstances, personify a part of man's physical organization or structure, although the mind or soul may be a fit subject for personification.

#### INTERROGATION

806 Is a mode of expression used to give force to the sentiment concerning which the interrogation is made; to impress more deeply its truth or impossibility; as,

"Shall not the Judge of all the earth do right?" "Shall he that contendeth with the Almighty, instruct him?" "Hast thou an arm like God's? and canst thou thunder with a voice like his."

807 RULE VI. Never use this figure, and leave the question unanswered, except in very spirited discussion, and on a subject of the truth or impossibility of which, the hearer or reader can not have any doubt.

#### IRONY

808 Is saying one thing and meaning the reverse of what that expression would represent; or saying, by way of ridicule, what we do not design or desire to have believed, literally; but only regarded more carefully by having the character of the subject of the remark contrasted as it *is*, with what it *must have been*, to make the ironical expression *literally* true; as,

When speaking of the miser, we say, "What a *generous-hearted, philanthropic* man! What a *friend* to the poor!"

809 RULE VII. Never use an ironical expression in such a manner as to leave any doubt in the mind of the hearer or reader, of its having been intended as ironical.

#### HYPERBOLE

810 Consists in magnifying an object or event, by carrying the expression beyond what can be really true; as,

"As some fierce comet of tremendous size, to which the stars did reverence, as it passed; so he through learning, and through fancy took his flight sublime; and on the loftiest top of Fame's dread mountain sat."

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When *War* his horrid front, presents,  
And shakes *his* crimsoned steel.

"*Peace* o'er the world *her* olive wand extends,  
And white-robed *Innocence* from Heaven descends."

B When you personify an object, and address or mention it as though a particular person, begin the name of the object with a Capital Letter; as, "Prone to the dust *Oppression* shall be hurled."

811 RULE VIII. In magnifying objects or events, never mention for that purpose any thing which has not a real similarity to the one to be magnified, as far as the similarity extends.\*

## IMAGERY OR VISION

812 Consists in representing distant objects, or former or future events, as though existing or occurring before our eyes.

*Examples:* He lies full low, gored with wounds, and festering in his own blood. But he lies in peace. He feels none of the agonies which rend my soul with agony and distraction, while I am set up, a spectacle of the uncertainty of human affairs.—*Adherbal, to the Roman Senate.*

—————And see !  
'T is come, the glorious morn ! the second birth  
Of heaven and earth ! awak'ning nature hears  
The new-creating word, and starts to life,  
In ev'ry heightened form, from pain and death  
For ever free.—THOMSON.

813 RULE IX. [For this figure, and the next two.] Never use the figure except when the mind of the hearer or reader shall have been prepared for the stronger exercises of sympathy. Be particularly careful to guard against its frequent use.

## APOSTROPHE

814 Consists in addressing objects as though they were really present ; as,

"O, murdered, butchered *brother* ! O, *dearest* to my heart ! now gone for ever from my sight."

Ill-fated *White* ! while life was in its spring ;  
When thy young muse had waved her joyous wing ;  
The spoiler swept thy soaring lyre away,  
Which would have sounded an immortal lay.—BYRON.

## EXCLAMATION

815 Is a figure used to express the strong emotions of the mind, which cannot be described ; as,

O, the depth of the riches, both of the wisdom and the goodness of God !  
"O glorious hope ! O bless'd abode !"

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\* Under the head of this figure may be mentioned such expressions, as, "I never saw a *more perfect* master of his art, than the painter West"—[giving, in this manner, the superlative sense, by the use of a negative and the comparative form or the word *perfect*, in combination with *more*; the word *perfect*, in Rhetorical flourishes, being used in degree as though it was not *defective* or indeclinable.] So, also, we say, "James is the *most finished* scholar that I have known," &c. &c. Yet even Rhetoric does not allow ordinary comparisons, by declining defective names; as, *Error*—Ira is *more perfectly* kind than Henry—[Ira is *much kinder*, or *more kind* than Henry.]



O ! for a pencil dipt in living light,  
 To paint the agonies that Jesus bore !  
 O ! for the long-lost harp 'of Jesse's might,  
 To hymn the Saviour's praise from shore to shore.—WHITE.

[Apply the last foregoing rule to this principle.]

## CLIMAX

816 Is such an arrangement of the parts of a discourse, which we wish to exhibit in a strong light, as shall gradually and successively heighten the subject or train of events to the very summit of representation ; that it may wield its full influence ; and sink, if sinking is designed, as with the weight and force of a torrent, or an ocean wave ; as,

“ Scott fell not, as Byron did, in the flower of youth, with locks prematurely gray, a good name yet to redeem, and at the onset of glorious enterprise. The garner was full when the reaper was called away ; and, surrounded by all those whom he loved, in the halls himself had founded, and in the land where his name was worshipped, without a pang, without a struggle, he passed to the eternal life. Sacred be his memory—deathless is his name !”

“ Awake, then ; thy Philander calls : awake !  
 Thou, who shalt wake, when the creation sleeps ;  
 When, like a taper, all these suns expire ;  
 When Time, like him of Gaza in his wrath,  
 Plucking the pillars that support the world,  
 In Nature's ample ruins lies entomb'd ;  
 And Midnight, universal Midnight ! reigns.”

## 817 REMARKS ON COMPOSITION.

*a* The greatest difficulty in writing composition, is a lack of ideas—of general knowledge.

*b* A person who understands a thing fully, seldom fails in the description of it.

*c* It is sometimes said, in truth, “I have the ideas but I have not the words to express them ;” but it might oftener be said, “I have words enough ; but I lack ideas.”

*d* To remedy these defects, common to beginners, let the teacher take subjects with which all his scholars must be, to some extent, acquainted—for example,

*e* Let the teacher name “*Apples*,” as the subject. Let him ask, What is their use ? What their varieties of color, taste, &c.—their kinds ? &c. Where do they grow ? &c.

*f* As the teacher asks the different questions, let the pupils put their respective answers upon slates ; and then let each one read his own to the school.

*g* The different kinds of trees, fruits, flowers, and other vegetables might be named, according to circumstances.


*h* The different kinds of animals might be named—the different kinds of edifices or buildings ; as, houses, churches, their qualities, cost, &c.

*i* The teacher may give before “Composition day” several anecdotes, and see that each pupil understands fully all the circumstances pertaining to some one ; then let each scholar make his own selection ; and on the day for reading compositions present the anecdote of his choice, in his own language.

*j* The older student, at first, may adopt the plan pursued by Franklin—that of studying, carefully, some essay, and then giving the facts, in the student's own language—the teacher requiring him to present the original for comparison.

*k* The student should be made to feel that his dignity requires him early to depend on his own resources, and to present his own models, in his compositions.

*l* It is advisable to require students to keep journals of all the little incidents of their lives, as the incidents occur; the news of the day; the student's proficiency, &c.—[This will be a great aid in composition.] The journals should be read as compositions.

*m*  The common practice of exercising students for months and years in books of "Exercises in Composition," can not be too severely censured. The tendency of this practice is to circumscribe, not to extend, the pupil's range of thought and observation—to reduce his mind to a machine—to make the student an *ape* instead of a *man*. A composition of ten lines, original, is better to him than a hundred lines drawn by him from books or essays on composition.

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## 818 HINTS TO THE ADVANCED STUDENT.

*a* Studiously avoid, in composition, style, or manner, any thing that can be suspected as an attempt at pomp, or ostentation.

*b* Be sparing of your figures of ornament: be careful in those of illustration.

*c* As a speaker seek, first, to enliven rather than to arouse your audience: to engage, inform, and convince; and by conviction, chiefly, to affect those whom you address.

*d* Study dignity, without affectation; ease, and simplicity, without vulgarity.

*e* Expect not that your audience can easily be transported, or kept long in transport, after being raised; and be very careful not to let those whom you address, see you excited, before they shall have the glow of feeling, themselves.


*f* Chill not by your coldness, or deaden by your languor; disgust not by an overheated imagination, or an unwarrantable enthusiasm in which you must not expect that your audience will participate. Be earnest, yet not ardent.


*g* As facts and proof, in litigation, are most important; so, in a discourse, facts admitted or proved, and the right conclusions, are all-important to him who discourses on any subject. Use not argument without some ornament. Use not ornament, without much argument. Avoid common sayings. Suspect, and never introduce, maxims (whether ancient or modern,) whose point and bearing you are not able to explain, should it be demanded. Remember that in maxims, as in form and feature, age can not give beauty to deformity; or youth, strength to constituted weakness or infirmity.

*h* Treat not your audience as though its members were incapable of judging; or as though they must understand as well as yourself, the subject upon which you have bestowed *much*, they, perhaps, but little, attention. [If this is not fact, why should you speak at all?] Without some confidence in yourself, you may inspire *pity*! but can not, respect. With arrogance, haughtiness, or ostentation, as your characteristic, expect disgust and aversion. Without full confidence in the importance of your subject, and the tenability of your position, expect distrust or incredulity in your audience.

*i* Do not divide your discourse into different heads or parts, numbering them in order; except when the subject shall be such that it must appear first in separate, distinct parts, to render plain their union in forming a combination as a whole. In a young man, this dividing and arranging is always suspected as parade or ostentation: in an old man, it is suspected as a design for giving an unnatural dignity, to either the speaker, or to the subject.

*j* Do not insult your audience, either by offering what you have not previously investigated and prepared to exhibit clearly, and defend, as your own; or by an opening apology of your inability to do justice to the subject. If you honestly think yourself inadequate to the accomplishment of what is proposed, make no engagement to speak. If you find yourself engaged, and afterwards suspect your ability; and can not, honorably, withdraw, make little apology; for, whatever inability you shall show, your audience will see, without your giving them a previous appraisal, by which, critical acumen will be excited against you, without any abatement of severity, for your having acknowledged your inability.

*k*  In attitude or posture be erect, yet not stiff; in gesture, natural and easy; in delivery, distinct, and neither hurried nor slow; in feeling, strong and full, but not boisterous; in look, be earnest; in manner, mild and pathetic; or otherwise, according to the subject.

*l*  Never censure an audience for dulness or inattention: never expect your hearers to understand or believe what you find yourself unable to explain.

## S19 EXERCISES IN CORRECTION

*According to 'The Seven General Principles' of English Grammar, and the particular Rules and Directions relating to the science; as given in this book.*

[For the correction of the sentences given in Section I, see Section II, following.]

[The figures, (as 234, 239, &c.) refer to the particular paragraphs, as rules or directions in the different parts of the book.]

### SECTION I.

*First Principle—Use of Right Words—See 14 and 15, p 16.*

A Instead of cultivating the colored population of the island, Bonaparte forever alienated the affections of this numerous body.—*Alison.*

B The application of a name is of little consequence.—*Goold Brown.*

C "I guess the general will get over his wounds," said the surgeon.

D "Words in respect of their Formation are either Primitive or Derivative," &c.

E "Words in respect of Form, are either Declinable or Indeclinable."

F "The deliverance of the package to the Colonel was postponed till morning."

G Gustavus settled a pension upon the mother, with a reversion to the daughter at her death.

H The dog, though fierce, went round, and round, his antagonist till his strength was exhausted. He then sprung upon him.

I The hunters got back in time to take the steamboat for New-York.

J "And the lions broke all their [the rulers'] bones or ever they came at the bottom of the pit."

K Great Britain abstained from any farther opposition.—*Alison.*

L Various causes had concurred to introduce dissolution among the manners of the clergy.—*Robertson.*

M All claims of honor, except those of virtue, are changeable and ambulatory.—*Blair.*

N "She quickly re-illuminated her lamps."

O The report spread, that before the expire of a year, the soldiers would be required to wear turbans.—*History.*

P "He was scandalized at childhood for being playful; and at youth for being lively."

Q "I am the Lord which made Heaven and Earth."

R A flag of truce whom the general sent was not respected.—*History.*

S The boasted glories of Louis XIV sink into insignificance when compared to the triumphs of Napoleon.—*Alison.*

T I was my friends bail when he was taken up.—*Addison.*

U Our adventurer was not a man to put up with so brutal an affront.—*Smollet.*

V I had expected the honorable mover would speak to that resolution.—*Arch-bishop Tillotson.*

W "The rocks rose on either hand to the height of sixty feet."

X "Around the south-west, and the west side, runs a row of thirty large columns."

Y "He might have re-edified the fallen structures of Thebes."

Z "A cheaper kind of tobacco is grown in the country."

*Second Principle—Use of Perfect Words—See 16 and 17, p 17.*

A "Isn't it, [the black animal,] moving?" said Caleb, "and isn't it black?" "It is a bear? isn't it, grandmother?" "No," said she, "I don't think it is a bear."—*Abbot*.

B It will be a sort of harbor for 'em.—*Abbot*.

C "I couldn't do the work: I therefore went to the house after some of my brothers."

D "Who'll do the writing?" said William. "I," said James, "if you'll pay me for't when it's done."

E My friend was given to story tellin.

F Who'd do that work for so small a sum? I wouldn't.

G Helen wan't to home last evening when I called.

H 'Taint best to be in a hurry about the work; for it can be done in September better than now.

I Hasn't James got back yet? I thought he wasn't to stay longer than two weeks.

J Henry didn't see Robert last night, as he expected to.

K William was sittin in the cauner writing his task for the next day.

L Harriet learnt her lesson very easily: but Helen and Samuel couldn't repeat theirs.

M The gloves were knitten in two days by little Henrietta.

N Any person of common experience and observation might know that this work can't be got along with in three weeks.

*Third Principle—Right Forms of Words—See 18 and 19, p 17.*

A James is to accompany Mary and I to Philadelphia. 525 and 146. Jaue and me are to attend school next summer. 525 and 146.

B "Burns's introduction to the society of Edinburgh proved to be a great injury to himself." 502.

C Mr. Perkins's father died at the age of one hundred and ten years. 498.

D George: was you expecting to accompany William to Pittsburg? 148.

E "He must have been an unique sovereign." 658.

F "He was captain of an hundred men." 658.

G Neither James nor George are expected home this winter. 694.

H A more milder person than Hannah, I have never known. 618.

I Seven times eleven are seventy-seven—seven times twelve are eighty-four. 631.

J William; hand me the ten-feet measure and the four-rods chain. 628.

K Maria wrote the letter very plainly. 670.

L The men went each to their own houses. 676.

M Harriet; come in the store; for it will rain very soon. 681.

N I will go home with Henry if George should return to take my place. 574.

*Fourth Principle--Proper Number of Words--See 20 and 21, p 17.*

A "As we stood near to the temple, we saws crowds of pilgrims approaching."

B "The scouts were directed to ascend up the mountain in search of a passage."

C "This countryman was a member of the artizan's library."

D "The pile of masonry opposite to the Saracen tower was tending to decay."

E "Here on the right hand rises a lofty mountain, and on the left hand roll the waves of the great gulf."

F "They went out in the morning; but did not return back again till dark."

G "The wall fell down with a tremendous crash which startled the villagers."

H I staid home from school last summer.

*Fifth Principle—Proper Arrangement of Words—See 22 and 23, p 18.*

A "Does not instinct teach men to joyfully extend relief to the distressed?"



B "Then, too, I was expecting to be engaged in a contest in which one of us must die, with a desperado."

C "We have sold our interest in the establishment to E. B. Gray, of Boston, Esq."

D "The old harbor only admits the smallest class of vessels."

E "For feeding silk worms, the first third of the season is worth more than the two last."

F "They were nearly brought down to a level with their former dependants."

### *Sixth Principle—Proper Pauses or Rests—See 24 and 25, p 18.*

A William George Mary, and Helen will attend school this winter. 722.

B "Thomas Jefferson author, of 'The Declaration of Independence' died, on the 4th day of July—just fifty years after independence was declared. 724.

C "My friend, Henry the class-mate, of George Jackson is to be one of our party."

D "The house new, and airy was occupied too soon, for the health of the family."

E "Time the allayer, of dissensions brought no relief, to his troubled spirit."

### *Seventh Principle—Due Emphasis—See 26 and 27, p 19.*

A Will you ride to the city to-day? [old example corrected.] 'No: but John will.'

B Will you ride to the city to-day? 'I think I shall not.'

C Will you ride to the city to-day? 'I shall go very near the city.'

D Will you ride to the city to-day? 'No: I think I shall walk.'

E Will you ride to the city to-day? 'No: but I intend to go to-morrow.'

F Will you ride to the city to-day? 'I think I shall go to the East Village.'

[These answers are misplaced. Let the pupil place them so that they will correspond with the questions.]

## SECTION II—*First Principle.*

[The words are marked with letters to correspond with the sentences which the words are given to correct. The pupil must determine where these words are to be applied.]

A Conciliating. B Importance. C Recover from. D With respect to, or With regard to. E With regard to, or With respect to. F Delivery. G The mother's. H The latter's strength, or The strength of the latter. I Returned. J Before—to. K Refrained. L Dissoluteness. M Transitory. N Re-lighted. O Expiration. P Displeased. Q Who. R Which. S With. T Became—friend's—arrested. U Brook—[bear with patience, or without resenting.] V On. W Each. X Extends. Y Re-built—[this is better, as an English word. *Edify* is used chiefly in the sense of *instruct*.] Z Raised.

### *Second Principle.*

A Is—not. Is—not. Is—not. Do not. B Them. C Could not—for. D Who will—you will—for it—it is. E Addicted—telling. F Who would—would not. G Was not at. H It is not. I Has not—returned. J Did not. K Sitting—corner. L Learned—could not—theirs. M Knit. N Can not—done, or finished.

### *Third Principle.*

A Me—I. B Burns'. C Mr. Perkins'. D Were. E A. F A. G Is. H [Omit more.] I Is—is. J Ten foot—four rod. K Plain. L his—house. M Into. N Would.

### *Fourth Principle.*

[In this part of the exercises, the words given, if found in Section I, are to be omitted; if not found there, they are to be put in.]

A To—saw. B Up. C Association. D To. E Iland. F Back again. G Down. H At.

### *Fifth Principle.*

A Place the first *to* next after *joyfully*. B *With a desperado* next after *engaged*. C *Esq.* next after *E. B. Gray*. D *Only* next after *admits*. E *Last* next before *two*. F *Nearly* next after *down*.

### *Sixth Principle.*

A William, George, Mary and Helen will attend, &c. B Thomas Jefferson, author

of 'The Declaration of Independence,' died on the fourth day of July, &c. c My friend Henry, the class-mate of George Jackson, is to be, &c. d The house, new and airy, was occupied, &c. e Time, the allayer of dissensions, brought, &c.

### *Seventh Principle.*

A I think not. B No: but John will. c No: I think I shall walk. d No: but I shall go very near it. e I think I shall go to the East Village. f No: but I intend to go to-morrow.

## REMARKS.

The pupil should be required to commit to memory, only the definitions and Analytical Rules: but the teacher should carefully explain and illustrate, to the pupil, every thing which the latter is to commit to memory. {§ The Notes and Synthetical Rules are to be read and understood, but not committed to memory.}

The teacher should remember that the pupil's only object, in attending school, is to learn that of which he is ignorant—consequently it is the teacher's duty to adapt his instruction to the pupil's capacity. For this purpose he will find the simpler and more philosophical terms of distinction used in this work, better than the old nomenclature. The use of the new terms will cause the teacher little or no trouble, as they are so directly expressive of the principles to be described by them.

Besides, the teacher must bear in mind, that he is not to remain stationary, and invite the pupil to approach him; but it is the *teacher's* duty to go to the pupil in his state of ignorance, and bring him forward—to help him along in the paths of science. Consequently the teacher should learn every improved method of imparting knowledge.

The teacher will derive great advantage to himself and his school, from the use of the New Nomenclature; but, should he be engaged wholly with advanced students, he could, for a time, if he should see fit, use the old names (to some extent) in application to the principles exhibited in the foregoing work.

§ In parsing a name in the two-fold case, as, "James took whatever provisions were needed," (see pp 64-5) he might parse the name *provisions* as a common noun of the neuter gender, third person, plural number, in the two-fold case; objective, from relation to *took*—(Rule for the active verb or transitive asserter, and the objective case,) and in the nominative or subjective case from relation to *were needed*—(Rule for the nominative or subjective case and the verb or asserter agreeing with it, or depending on it.) The substitute asserter might be parsed as a pronominal verb, with mode, tense, &c. &c. The auxiliary adnames might be called auxiliary or auxiliary, or helping adjectives; or adverbs, qualifying adjectives; the auxiliary modifiers might be called auxiliary or auxiliary, or helping adverbs; the auxiliary relatives might be called auxiliary or auxiliary, or helping prepositions; or adverbs, qualifying prepositions, &c. &c; but all this would be just as much a deviation from philosophy, as from the strict letter of this theory; and should not be countenanced except for the purpose of leading the advanced pupil upon the philosophical ground described in the foregoing work.

§ As soon as the pupil has read, and been made to understand, The Seven General Principles, given on pp 16, 17, 18, 19, he should be required to keep a little blank book, (which he can carry in his pocket,) and in it he should enter, under the respective principles, as heads, all the expressions which he hears or reads and deems erroneous.—These he should present for the inspection of the teacher, weekly, as they are collected.

This plan, pursued systematically, a few months, will keep the pupil on the look-out for errors, which he will regard as such, and will not imitate them in his own style; and will do more for his improvement than all the "Exercises in False Syntax" that could be printed in any book.

§ There may be, in this work, errors which have escaped detection: if so, it is hoped they are of such a character as not to mislead the pupil, in style or sentiment.

On page 352, number 604, the words "*believed*, or" should be read before *'am.'* In note e p 60, the name "*James*," by inadvertence, is used where '*John*' should have been. In example under 388, p 246, "*Joseph*" is used for '*John*.' In note e p 252, "*George*" is used for '*Seth*.'

§ Should there be any other mistakes, the author and publishers crave the indulgence of the reader, who will consider the difficulties attending the printing of an original work of this character.

## ADDRESS TO THE STUDENT.

IT IS HOPED that you are pursuing the study of your own language for the sake of the benefit which may accrue to yourself and to mankind, from your acquaintance with its principles. Study, then, the science, with the utmost care, till you shall have a full, clear, and comprehensive view of it; of its nature and bearings, and its application to the practical concerns of life. *Think before you speak*; and arrange, mentally, in grammatical order, the words that are to express your ideas, before you shall utter them.

Follow, in your diction, not one rule of Grammar, to the neglect of any other; but, by study and practice, united, make yourself familiar with the whole. Remember, that as no treatise on writing, or the formation of letters, can alone make you a good penman; so no theory of grammar, however near perfection, can, without practice, make you a good speaker or writer. Remember, too, that, as in moral principle and action, so in the use of language, no error is too small to be known and shunned; no virtue or excellence, too inconsiderable or unimportant to be understood and practised.

Vast as is the globe on which we live, it is formed by the combination of the smallest particles of matter. The talents and virtues of men, which sometimes shine forth with dazzling splendor, are not distinct and separate principles, acting independently and alone; but are formed and sustained by the union and exercise of the humbler graces and virtues, which, entering the composition of men's characters, constitute them what they appear. No person who has only one ennobling trait, and that one at variance with the rest of his character, should expect to shine as a scholar, as a man, or as a philanthropist.

Look upon yourself, and your relations to the world. Make a proper estimate of human life, and your own abilities.—Raise, now, your standard of principle and action, while yet you are uncontaminated with the frailties of the age. Prepare to meet, with decision and firmness, and to oppose, with energy, the vices, of every name and grade, which exert their baleful influence on society and the world.

Expect not that you can exhibit, for correction or rebuke, the errors or vices of mankind, without exciting the enmity of those whose favorite theories, or dark misdeeds, you expose. Disturbed in their pursuits, they will seek, by slanderous im-

putations on your motives or your character, to shield themselves from the contempt of the wise, or the scorn of the upright.

Be pure in life, and circumspect in action—in public or private station; be fearless in discharging your duty. Then, if opposed, maligned, and oppressed, remember that the GREAT REFORMER was slandered and persecuted—was betrayed by an associate, and abandoned by his friends. Console yourself with the reflection, that no storm ever lasted always—that night is ever followed by day—that persecution may embarrass, but can not hopelessly cast down, *him who is true to himself*—that suffering mingles sympathy with admiration for him who suffers, not as an evil-doer, but for duty's sake : just as the passing cloud obscures, for a time, but can not extinguish, the brightness of the luminary which it seems to hide; and by this transient obscuration, only endears the light to the gladdened eye of the beholder.

Trust not the illusions of hope ; or do evil, that good may come. Though you may see opportunities for obtaining, earlier, the object of your toil, by exercising the low, servile spirit of cunning and intrigue ; (and thereby preclude the possibility of enjoying the possession, by the means used for its attainment ;) and though others, less scrupulous than yourself, may, for a time, seem to outstrip you ; yet, with a loftiness of aim, with a magnanimity of sentiment, and correspondent action, which man, however vile, must venerate, and which God, himself, approves ; spurn, with contempt, the idea of deriving enjoyment from what is unworthily attained.

Determine within yourself, and unswervingly adhere to that determination, that the temple which is the object of your ambition, shall never be entered by you, except through the path of uniform integrity and usefulness : that you will hold in utter disdain all pleasures, however fashionable, which are not consistent with man's exalted dignity, and the pure principles of Christian morality.

While you guard yourself from the intrigues of the vile, by exercising a proper care for your own interest, in connection with the welfare of others, let unbounded philanthropy dilate your heart. Let your motto be—First, my God and country : next, my neighbor and myself—Be temperate, be affable, and studious to improve your time ; be *intelligent* and *virtuous* : be ACTIVE, USEFUL, and HAPPY.



# GENERAL INDEX.

In this Index the figures *in parentheses*, as (84) (223) &c. refer to the *paragraphs* as numbered throughout the book. Those figures *not in parentheses*, as 79, 80, &c. refer to the *page* of the book. In the Particular Index, next page, this plan is reversed.

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